

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

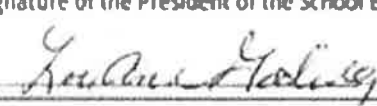
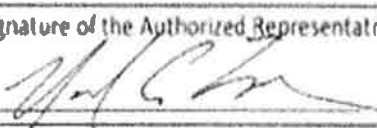
District Name: Douglas County School District #001	District Mailing Address: Omaha Public Schools Teacher Administrative Center (TAC) 3215 Cuming Street Omaha, Nebraska 68131-2024
County/District Number: 28-0001-000	
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President of the School Board (Printed Name): Lou Ann Goding, President Omaha Public Schools Board of Education	Telephone: 402-557-2100
Signature of the President of the School Board X 	Date: June 1, 2015
Authorized Representative of the District (Printed Name): Mr. Mark Evans, Superintendent, Omaha Public Schools	Telephone: 402-557-2001
Signature of the Authorized Representative: X 	Date: June 1, 2015
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

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SECTION 1-PART A. SCHOOLS TO BE SERVED

A.1. Tier I School to Be Served

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Wakonda Elementary School	317482001441	X			X					

The Mission of Omaha Public Schools is to prepare all students to excel in college, career and life. Wakonda Elementary School gets its name from a Native American word which refers to the "Great Spirit" who was the provider of all things needed for a happy life, including land, rain, and sunlight. Implementing the School Improvement Turnaround Intervention Model reflects the District actualizing its mission and commitment to the Wakonda families and community to develop proficient students. The changes in operational practices and human capital will place newly assigned leadership and staff in a better position to develop proficient, self-directed, technologically literate citizens fully prepared to compete in the 21st Century workforce.

In alignment with the Omaha Public Schools Strategic Plan, the School Improvement Grant (SIG) will provide the newly configured staff an opportunity coordinate resources, strategies and practices to provide physical, social, emotional, and academic support which enable all students to have an equal opportunity for success at school by directly addressing barriers to learning, engagement and instruction.

The SIG opportunity will also provide essential supports for teachers to personalize instruction in order to impact students who are not currently benefitting from existing instruction. This work will require the individualization of professional development for teachers, student and learning support staff assisting in the classroom. The coordinated focus of resources will increase the effectiveness of regular instruction and ultimately reduce the need for specialized services. These additional knowledge and skills are critical for developing the automaticity in each teacher and instructional support to transform a classroom into an effective set of smaller learning spaces that engage and challenge students at his or her instructional level. The thoughtful coordination of District, Title I and SIG resources will minimize external and internal factors interfering with students engaging effectively with instruction and sustain lasting academic and social-emotional change in students.

Wakonda will readjust the emphasis from making Adequate Yearly Progress to creating a culture of relational trust where together staff, students and families develop shared goals, collaborate based on data, concentrate on results, achievement and students learning at high levels. This coherent focus on teaching and learning informed by data that is accessible by everyone will guide the practice of teaching and galvanize the proposed Turnaround plan.

To make the concept of Gradual Release of Instruction more tangible for students, an individual Grade Level Skill Readiness Dashboard or Early Warning System will be implemented to apprise students in grades 3rd- 6th of what skills they are expected to learn and to provide teachers with regular reports on how students perform on a variety of formative tests. Students will gain a clear idea of what needs to be accomplished daily, steps to remind him or her how to enact the skill, and the graphic approximation toward each skill/goal to inform him or her of mastery status. Academic achievement will no longer be regarded as a private matter between a teacher and the student's parents. Student progress will become a regular subject of review and discussion by grade level teams, teachers, instructional specialists, students and parents. Student discussions about learning will become active rather than passive. Student-led conferences will provide students a venue to explain their mastery of skills (using their individual dashboard) to their parents and what grade was earned-- rather than what grade the teacher gave him or her.

This plan requires: 1). Reconfigure the existing master schedule; 2). Hiring and retaining highly motivated and qualified staff/leadership committed to advancing student learning by extending the school day (25 minutes) to provide students time to practice newly acquired skills and multiple opportunities to demonstrate mastery; 3). Implementing technology-

enhanced instructional programs that analyze students current skills, target deficits and delivery of tailored activities as a form of differentiated practice; 4). Establishing a school-wide intervention and enrichment block in the newly configured schedule; 5). Creating a common plan time for grade level/subject area instructional teams to meet (twice each week on student contact days) receive/discuss coaching feedback related to instructional delivery, review student learning data and use those data to develop and refine units of instruction, make decisions about school improvement and professional development needs to increase student learning; 6.) Receive regular job-embedded professional development to integrate positive behavior supports technology into classroom instruction the learning environment; and 7.) The addition of two FTEs (an Instructional Data Technology Coach as well as a School Climate & Behavior Coach).

Change Indicators After Turnaround Intervention Implementation

A struggling School with persistently low achievement scores will receive:		Indicators of implementation:		Will result in
Highly motivated, effective teachers	➡	Staff that demonstrate Turnaround competencies and implement activities aligned with Turnaround Best Practices	➡	<i>Implementation of best practices with fidelity to scale-up for subsequent schools with persistently low achievement scores</i>
Operating flexibility to make decisions in the best interest of teaching and learning		Teachers that deliver standards-based, data-driven, differentiated instruction integrated with technology		<i>Distributive leadership that empowers a team to advance student performance</i>
Increased time for instruction, intervention, collaboration and professional development	➡	Schedules that provide more time for productive learning and opportunities for teacher planning, student contact, collaboration and professional development	➡	<i>Staff accomplishing instructional change through decisions informed with data and displaying/discussing data in an open forum to face tough questions and helpful problem solving. The SchoolSTAT process helps staff improve practices and transform the school culture.</i>
Responsive social-emotional community-oriented student services and supports	➡	Pro-social, positive and supportive learning environment with high expectations for students that have been co-created with engaged parents and community partners	➡	<i>A successful educational community predicated on relational trust built by staff, students and families. Bryk and Schneider's (2003) longitudinal study of 400 Chicago elementary schools reached the same conclusion: "Recent research shows that social trust among teachers, parents, and school leaders improves much of the routine work of schools and is a key resource for reform" (p. 40). They concluded that relational trust is central to building effective educational communities.</i>

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here.

There is no Tier I or Tier II school within Omaha Public Schools that implemented, in whole or in part, one of the intervention models within the last two years.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model.

In an effort to develop a systematic plan to increase resources and student performance in struggling schools, the Omaha Public Schools Board of Education directed the Superintendent and a SIG team to develop criteria beyond the Persistently Low Achieving Schools (PLAS) List to determine which schools and which model would be appropriate to consider for designated school(s) prior to applying for the Nebraska Department of Education School Improvement Grant (SIG). The team consisted of the Superintendent, Executive Director of School Support, Omaha Education Association representatives, Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction and Assessment, Director of Elementary Education, Elementary Education Supervisor, Title I Compliance, and the Research Division.

The SIG Team considered the following criteria: Title I Status, PLAS Tier Position, principal tenure, average daily membership, free and reduced lunch eligibility, mobility, English Language Learner and Special Education membership, three year average percentages of students performing proficiently in reading and mathematics, and the percent of students demonstrating growth or approximations toward proficiency in reading and mathematics. The team then directed their focus to schools that demonstrated consistently low student performance with moderate improvement, low to moderate student performance with slow improvement and/or schools with regressions in student performance growth (in reading or mathematics) during the three year interval and finally leadership tenure.

Of the two Tier I schools demonstrating slow improvement and student regression, student performance at Wakonda in a three-year average demonstrated a -2.15 student loss in reading growth and leadership in the school has been in place fifteen years.

The contribution of schools to student learning depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. After a period of five years, when a school's context, conditions and current delivery of instructional strategies do not indicate the likelihood for a significant increase in student performance, then the choice for a solution that involves reconstituting human capital is a logical progression. For Wakonda Elementary, a persistently low-achieving school, selection of the Turnaround Intervention Model is itself a form of differentiation that has the potential to advance student learning.

Wakonda is in the fourth year of Title I Needs Improvement Status or Corrective Action and has not made Adequate Yearly Progress (AYP) in the areas of Reading and Mathematics. Currently, Wakonda serves approximately 325 students from pre-kindergarten through the sixth grade.

When compared to the State of Nebraska:

- 45% more Wakonda students are eligible for free and reduced meals through the National School Lunch Program;
- 4% more Wakonda students are receiving Special Education services; and
- 12% more students have entered or left Wakonda between the last Friday in September and the last day of school.

Characteristics	State	District	School
Enrollment	307,398	51,070	352
Free/Reduced Lunch %	44.93%	73.6%	90.9%
English Language Learners %	6.04%	13.7%	4.4%
Special Education %	15.74%	17.2%	20.7%
Refugee %	----	3.8%	.08%
Mobility Rate %	12.10%	17.1%	24.4%
Attendance Rate %	95.18	93.8%	95.0%
<i>Source: 2013-2014 Nebraska Department of Education State of the Schools Report</i>			
<i>Note: School characteristics are based on official fall membership from 2013-14 Enrollment Includes Head Start to Pre-K</i>			

ACHIEVEMENT INDICATORS

The Title I School Improvement Plan and the Restructuring Plan were utilized to determine the instructional priorities informed by data. Based on the current context, the manner in which student learning was taking place and demonstrated prevailing practices in the school were also considered to inform the appropriateness and recommendations made for the Turnaround Intervention Model to be implemented at Wakonda. The Title I School-Wide Annual School Improvement Plan guides the school's leadership and teachers in making continuous improvement. The school prioritized reading as a Growth Goal with a focus on vocabulary and comprehension. Selected strategies to make approximations toward the Growth Goal of 42.70% include: guided reading, decoding, comprehension strategies, vocabulary and Acuity Data Review. SIG Team members reviewed student learning data included both formative data (classroom assessments, benchmark assessments, periodic assessments) and summative data (annual state standards assessments and achievement tests).

The chart following chart provides an overview of student performance in core area subjects over a five-year interval. More specifically, the chart chronicles the slow-to-gradual growth pattern from year to year. The

percent of change in student performance from one year to the next is meaningful as an approximation toward the Growth Goal, yet the reality is in any given year, less than half of the students' enrolled demonstrated proficiency in any of the core area subjects of reading, writing, math or science.

Wakonda Elementary School
State Test (NeSA) Scores, Grades 3-6
Percent of Students Meeting or Exceeding Grade Level Standards and Growth Goal Status

Year	Reading	Writing	Math	Science
2009-10	36.72	—	—	—
2010-11	34.13	—	22.22	—
2011-12	30.10	—	23.30	16.67
2012-13	35.20	40.74	22.58	17.65
2013-14	37.70	45.16	37.40	21.74
% of Change	↑ 2.50	↑ 4.42	↑ 14.82	↑ 4.09
2013-14 Growth Goal	40.20	45.74	27.58	—
2013-14 Growth Goal Status (Met/Not Met)	Not Met	Not Met	Met	

- **Approximately 37 percent of students met or exceeded Reading State Standards in 2013-14.** Comparing academic years 2012-13 to 2013-14, there was a 2.50 percent gain. *However, the established Reading Growth Goal for 2013-14 (40.20 percent) was not met.*
- **Approximately 45 percent of students met or exceeded Writing State Standards in 2013-14.** Comparing academic years 2012-13 to 2013-14, there was a 4.42 percent gain. *However, the designated Growth Goal for Writing in 2013-14 (45.74 percent) was not met.*
- **Approximately 37 percent of students met or exceeded Math State Standards in 2013-14.** Comparing academic years 2012-13 to 2013-14, there was a 14.42 percent gain and *the Growth Goal for Math in 2013-14 (27.58 percent) was met and exceeded by 9 percent.*

To provide a more focused analysis of reading performance, the percent of students meeting or exceeding Reading and Math State Standards by grade level and race as well as the annual and overall change is listed on the chart below and on the following page.

NeSA-Reading
Percent of Students Meeting or Exceeding Grade Level Standards

All	Grade 3	Grade 4	Grade 5	Grade 6
District 2013-14	69.44	64.09	63.12	69.24
Comparison Group C 2013-14	50.96	48.18	44.13	53.38
Wakonda Elementary 2013-14	35.00	39.39	31.82	44.44
Wakonda Elementary 2012-13	38.46	23.33	40.00	38.10
Wakonda Elementary 2011-12	10.00	34.38	16.67	60.87
Wakonda Elementary 2010-11	31.43	32.50	28.00	46.15
Overall Change *	3.57	6.89	3.82	-1.71
Annual Change **	-3.46	16.06	-8.18	6.34

Changes or differences in the reading performance of African American students between years 2012-13 and 2013-14 were illustrated at 3rd grade (-3.34) and 5th grade (-25.36)

Black	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	33.33	34.78	15.38	36.84
2012-13	36.67	14.29	40.74	26.67
2011-12	4.55	27.27	7.14	50.00
2010-11	32.14	30.30	15.00	42.11
Overall Change *	1.19	4.48	0.38	-5.27
Annual Change **	-3.34	20.49	-25.36	10.17

There was a -10.00 change in Hispanic 4th graders and a -66.67 change in Hispanic 6th graders reading performance between years 2012-13 and 2013-14

Hispanic	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	-	40.00	50.00	0.00
2012-13	50.00	50.00	0.00	66.67
2011-12	0.00	66.67	33.33	75.00
2010-11	50.00	33.33	66.67	66.67
Overall Change *	-	6.67	-16.67	-66.67
Annual Change **	-	-10.00	50.00	-66.67

There was a -40.00 change or difference in the reading performance of White, 3rd graders, a -10.00 in difference in the reading performance of White, 4th graders and -33.34 change in the difference in the reading performance of White, 6th graders between years 2012-13 and 2013-14

White	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	0.00	50.00	50.00	33.33
2012-13	40.00	60.00	0.00	66.67
2011-12	50.00	0.00	100.00	66.67
2010-11	33.33	66.67	-	33.33
Overall Change *	-33.33	-16.67	-	0.00
Annual Change **	-40.00	-10.00	50.00	-33.34

* Overall Change - Difference between 2013-14 and 2010-11

** Annual Change - Difference between 2013-14 and 2012-13

NeSA-Mathematics
Percent of Students Meeting or Exceeding Grade Level Standards

All	Grade 3	Grade 4	Grade 5	Grade 6
District 2013-14	62.88	59.93	60.06	57.30
Comparison Group C 2013-14	49.88	41.35	39.31	38.41
Wakonda Elementary 2013-14	32.50	42.42	52.17	25.93
Wakonda Elementary 2012-13	35.90	13.33	20.59	14.29
Wakonda Elementary 2011-12	10.00	25.00	33.33	30.43
Wakonda Elementary 2010-11	17.14	35.00	20.00	11.54
Overall Change *	15.36	7.42	32.17	14.39
Annual Change **	-3.40	29.09	31.68	11.64

Black	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	33.33	43.48	53.85	21.05
2012-13	33.33	9.52	19.23	13.33
2011-12	4.55	13.64	28.57	28.57
2010-11	14.29	27.27	15.00	10.53
Overall Change *	19.04	16.21	38.85	10.52
Annual Change **	0.00	33.98	34.62	7.72

Hispanic	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	-	40.00	33.33	0.00
2012-13	50.00	0.00	0.00	33.33
2011-12	0.00	66.67	33.33	25.00
2010-11	50.00	66.67	33.33	0.00
Overall Change *	-	-26.67	0.00	0.00
Annual Change **	-	40.00	33.33	-33.33

White	Grade 3	Grade 4	Grade 5	Grade 6
2013-14	0.00	50.00	50.00	33.33
2012-13	40.00	40.00	0.00	0.00
2011-12	50.00	0.00	100.00	33.33
2010-11	33.33	66.67	-	33.33
Overall Change *	-33.33	-16.67	-	0.00
Annual Change **	-40.00	10.00	50.00	33.33

* Overall Change - Difference between 2013-14 and 2010-11

** Annual Change - Difference in one year between 2013-14 and 2012-13

There was a -33.33 change or difference in math performance of 6th grade Hispanic students between years 2012-13 and 2013-14

Social Indicators of Wakonda's school environment were culled from discipline, climate, and attendance data to better understand what happens socially within the school routine. Of the students (252) enrolled at Wakonda in 2013-14 (excluding Pre-k), 41 or 16.3% of students were suspended and 3 or 1.2% students reassigned in 2013-14. The chart below depicts each demographic group receiving disciplinary action.

Wakonda Elementary School

Grades K-6

Discipline Data

2013-14

Of the 41 students suspended:

- 31 or 75.6% were male;
- 10 or 24.4% were female;
- 39 or 95.1% participated in the free or reduced meal program; and
- 15 or 36.6% received Special Education services.

Grades K-6 by Race/Ethnicity											
Student Group	Student Demographic Representation		Suspension Representation			Mandatory Reassignments Representation			Expulsions Representation		
	N	%	N	% Suspension	% Subgroup	N	% Reassignment	% Subgroup	N	% Expulsion	% Subgroup
African American	172	68.3%	34	82.9%	19.8%	3	100.0%	1.7%	0	#N/A	0.0%
Asian American	7	2.8%	0	0.0%	0.0%	0	0.0%	0.0%	0	#N/A	0.0%
White, Not Hispanic	26	10.3%	1	2.4%	3.8%	0	0.0%	0.0%	0	#N/A	0.0%
Hispanic/Latino	19	7.5%	1	2.4%	5.3%	0	0.0%	0.0%	0	#N/A	0.0%
American Indian	5	2.0%	1	2.4%	20.0%	0	0.0%	0.0%	0	#N/A	0.0%
Pacific Islander	2	0.8%	0	0.0%	0.0%	0	0.0%	0.0%	0	#N/A	0.0%
Multi-Racial	21	8.3%	4	9.8%	19.0%	0	0.0%	0.0%	0	#N/A	0.0%
Total Students	252		41		16.3%	3		1.2%	#N/A		#N/A

Of the 3 students reassigned:

- 3 were male
- 2 participated in the free or reduced meal program; and
- 2 received Special Education services

Grades K-6											
Gender, FRL, Special Education, and English Language Learners (ELL)											
Student Group	Student Demographic Representation		Suspension Representation			Mandatory Reassignments Representation			Expulsions Representation		
				%	%		%	%		%	%
	N	%	N	Suspension	Subgroup	N	Reassignment	Subgroup	N	Expulsion	Subgroup
Male	128	50.8%	31	75.6%	24.2%	3	100.0%	2.3%	0	#N/A	0.0%
Female	124	49.2%	10	24.4%	8.1%	0	0.0%	0.0%	0	#N/A	0.0%
FRL	236	93.7%	39	95.1%	16.5%	3	100.0%	1.3%	0	#N/A	0.0%
Special Education	52	20.6%	15	36.6%	28.8%	2	66.7%	3.8%	0	#N/A	0.0%
ELL	11	4.4%	0	0.0%	0.0%	0	0.0%	0.0%	0	#N/A	0.0%

The School Climate Survey was administered to students, parents and staff during the third quarter of the school year. Participants record their level of agreement (e.g. strongly agree to strongly disagree) on the climate survey in response to positive statements regarding the school. **An indicator of a positive response would be 70 or above.** The statements are grouped in five categories (school climate, safety, and respect for diversity, discipline and parent involvement).

Of the 21 positive statements rated by staff, there was one positive rating (Equity/Respect for Diversity). The average staff rating for the remaining categories was 61. There were no favorable student ratings (70 or above) for the same categories. In fact, the average student rating for the four categories was 56. Conversely, parent ratings to the four categories exceeded 70 in all four categories.

School climate includes the shared beliefs, values, and attitudes that shape interactions between the students, teachers, and administrators. The way children experience their learning environment can significantly impact the manner in which students perform academically. Results from this section of the survey demonstrate that the rating of positive statements from staff have increased while student ratings of the school environment have decreased. Within the divide between what teachers believe about school environment and what students believe are opportunities for staff to explore additional activities to enhance interactions between staff and students.

- Students rated the statement, "Staff members are proud of this school" 59.4. The change in students rating between 2012-13 to 2013-14 was -16.9.
- Students rated the statement, "Staff members at this school demonstrate their care and concern for students" 65.7. The change in student rating between 2012-13 to 2013-14 was -11.6.



Climate Survey
Wakonda Elementary School

Statement	1999-2000			2012-13			2013-14			Change (+/-) 99-00 to 13-14			Change (+/-) 12-13 to 13-14		
	Staff	Student	Parent	Staff N=45	Student N=46	Parent N=64	Staff N=40	Student N=38	Parent N=66	Staff	Student	Parent	Staff	Student	Parent
School Climate															
The atmosphere of this school is positive.	63.7	55.7	68.0	56.3	63.0	85.2	65.0	53.2	90.0	1.3	-2.5	22.0	8.7	-9.8	4.8
Students are proud of the school	50.3	50.0	57.3	57.8	54.5	80.2	59.0	51.4	89.7	8.7	1.4	32.4	1.2	-3.1	9.5
Staff members are proud of this school	66.0	56.3	52.7	51.1	76.3	81.5	58.3	59.4	90.0	-7.7	3.1	37.3	7.2	-16.9	8.5
Staff members at this school demonstrate their care and concern for students.	77.0	71.0	79.0	69.6	77.3	86.5	71.8	65.7	90.7	-5.2	-5.3	11.7	2.2	-11.6	4.2
Students value the opinions of the adults at this school	43.0	63.3	51.0	48.9	72.7	80.2	50.8	73.7	84.1	7.6	10.4	33.1	1.9	1.0	3.9
Staff and administration value the opinions of students at this school	68.3	63.3	52.3	65.9	56.3	79.4	63.3	51.4	86.5	-5.0	-11.9	34.2	-2.6	-4.9	7.1
Students at this school show respect for one another	33.7	30.3	49.7	39.3	24.0	75.5	48.3	25.9	81.3	14.6	-4.4	31.6	9.0	1.9	5.8
Staff members exhibit a sense of trust and acceptance among themselves.	65.7			45.9			53.3			-12.4			7.4		
Parents and visitors are welcomed when they visit the school	83.0		77.0	71.1		84.7	71.7		93.5	-11.3		16.5	0.6		8.8
Staff members are well respected in the community			42.3			80.4			84.0			41.7			3.6
Staff at this school encourage parents and community members to express concerns or make suggestions.			74.0			86.2			92.2			18.2			6.0
Staff and administration at this school are available to parents.			77.3			86.2			91.7			14.4			5.5
I feel comfortable at this school		55.7			36.4			43.9			-11.8			7.5	
School Safety															
Students feel safe at this school.	64.0	52.7	62.0	65.2	44.9	81.7	66.7	46.3	92.7	2.7	-6.4	30.7	1.5	1.4	11.0
Students are safe on the way to and from school.	51.7	45.3	38.0	51.1	57.2	77.2	35.9	59.5	87.2	-15.8	14.2	49.2	-15.2	2.3	10.0
The school has practiced a plan to respond to tornado, fire, and other emergencies.	84.7			88.7			89.7			5.0			3.0		
Equity/Respect for Diversity															
All students, regardless of ethnicity, are treated with respect at this school.	69.7	44.3	69.0	73.0	48.6	81.4	70.1	47.2	86.8	0.4	2.9	17.8	-2.9	-1.4	5.4
All students, regardless of gender, are treated with respect at this school.	76.0		68.3	71.3		82.2	71.1		87.3	-4.9		19.0	-0.2		5.1
Respecting diversity is a regular part of day-to-day learning at this school.	77.0	68.0	57.0	69.8	73.3	83.6	72.6	79.3	87.4	-4.4	11.3	30.4	2.9	6.0	3.8

School Safety-For most of the year, children spend more time at school than anywhere else other than their own home. The conflicting ratings of school safety between staff and students is shown with the change in rating from 2012-13 to 2013-14 to the statement, "Students are safe on the way to and from school". There was -15.2 change in staff rating, a +2.3 change in student rating and a +10.0 change in parent rating. While the end-users of the school (parent rating 87.2% and student rating 59.2) feel somewhat comfortable with the neighborhood, the staff rate (35.9) the corridor to and from school substantially less safe.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. In a large urban school district it is extremely important to support and protect diversity by valuing individuals and groups free from judgment, by fostering a climate where equity and mutual respect are intrinsic. There is a small change from 2012-13 to 2013-14 in responses from both staff and students to the statement "All students, regardless of ethnicity, are treated with respect at this school". There was -2.9 change in staff responses, a -1.4 change in student ratings and a +5.4 change in parent ratings. Staff rating favorably 70.1, students with less favorable rating 47.2 and parents favorably rating 86.8. There is a sizeable gap between student rating and staff and parent rating.

Discipline is the tacit rules that delineate the parameters of acceptable behavior norms for school. Scholars are fairly unanimous in their conclusion that the introduction of effective disciplinary practices in school is crucial to ensuring academic success together with a safe learning environment.

- Students rated the statement, "Expectations, procedures, and subsequent consequences are clearly defined at this school" 79.8. Staff rated the same statement somewhat lower (69.3).
- Students rated the statement, "Consequences are fairly and consistently applied to all students regardless of ethnicity or gender" 64.0. Staff rated the same statement a bit lower (56.4).
- Students rated the statement, "Generally students use appropriate social skills at this school" 30.6. Staff rated the same statement fairly higher (57.7).

In the National School Board Association 2013 publication entitled, *Addressing the Out-Of-School Suspension Crisis: A Policy Guide for School Board Members* cited several of the nation's largest districts suspended 18 percent or more of their total enrollment, including Memphis, Tennessee; Columbus, Ohio; Henrico, Virginia; and Chicago, Illinois. Almost 200 districts suspended more than 20 percent of all enrolled students. It was concluded that schools with high suspension rates score lower on state accountability tests than other schools even when adjusting for demographic differences. Wakonda Elementary suspended approximately 16 percent of its students in 2013-14.

Statement	1999-2000			2012-13			2013-14			Change (+/-) 99-00 to 13-14			Change (+/-) 12-13 to 13-14		
	Staff	Student	Parent	Staff N=46	Student N=46	Parent N=64	Staff N=40	Student N=38	Parent N=65	Staff	Student	Parent	Staff	Student	Parent
Discipline															
Expectations, procedures, and subsequent consequences are clearly defined at this school	67.3	77.3	78.0	62.2	80.3	85.1	69.3	70.8	87.1	2.0	2.5	9.1	7.1	-0.5	2.0
Procedures for correcting problem behaviors are implemented consistently by staff and administration	51.0		71.0	49.1		79.4	52.6		87.7	1.6		16.7	4.5		8.3
Consequences are fairly and consistently applied to all students regardless of ethnicity or gender	60.3	71.0	74.3	57.8	71.0	81.1	56.4	64.0	83.7	-3.9	-7.0	9.4	-1.4	-7.0	2.8
A structure exists for organizing resources and personnel for a student with chronic problem behavior	53.7			53.3			57.0			3.3			3.7		
Effective teaching practices are being used to minimize problem solving behavior in classrooms	62.7			63.7			62.4			9.7			-1.3		
Generally, students use appropriate social skills at this school	50.3	49.0	60.3	54.1	28.1	75.9	57.7	30.6	75.5	7.4	-18.4	15.2	3.8	2.5	-0.4
Parent Involvement															
Staff at this school regularly communicate with parents about student progress						85.2			88.4						3.2
Staff strive to involve parents in school sponsored activities and events						85.0			88.2						3.2
Staff at this school offer a variety of volunteer opportunities for parents						83.6			85.4						1.8
Staff value parent support whether provided at home or through involvement at the school						85.0			90.1						5.1
Staff at this school invite parents to serve on advisory boards and decision making committees						89.6			83.7						3.1
Staff at this school provide parents with information about community resources						84.4			83.7						-0.7
Do your children receive free or reduced-price lunch? (% of Yes responses)						79.3			93.8						14.5
Do any of your children currently receive English as second language services? (% of Yes responses)						3.4			12.0						8.6
Average															
School Climate	61.2	55.7	61.9	56.2	57.6	82.4	60.2	53.1	88.5	-1.0	-2.5	26.6	4.0	-4.5	6.2
School Safety	66.0	49.0	50.0	67.7	51.1	79.5	84.1	52.9	90.0	-2.7	3.9	40.0	-3.6	1.9	10.5
Equity/Respect for Diversity	74.2	56.2	64.8	71.4	61.0	82.4	71.3	63.3	87.2	-3.0	7.1	22.4	-0.1	2.3	4.8
Discipline	55.9	65.0	70.0	58.5	59.8	80.4	59.2	58.1	83.5	3.3	-7.6	12.8	2.7	-1.7	3.1

- B.2 *Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.*

SUFFICIENT HUMAN AND FISCAL RESOURCES

Central office plays a significant role in determining a school's success. Research states "Successful turnaround also requires district turnaround---fundamental changes in the way that districts think about and provide support for schools" (Baroody, 2011, p.1). Omaha Public Schools has fully embraced the Turnaround Intervention Model as a district-led initiative. Below are the methods in which the District communicates a clear and consistent vision, defines performance expectations and holds staff accountable.

LEADERSHIP

In order to provide the necessary support to students and families, schools should know clearly when and how to seek central office/district assistance. A designated **Executive Director of School Support** works in collaboration with the Superintendent to assist in leveraging resources and support to ensure Wakonda is adequately preparing students for standardized assessment through daily instructional practices, is fully prepared to implement assessment processes for benchmark and standardized assessments, maintains a safe environment for students, and is using data to drive instruction.

DISTRICT INFRASTRUCTURE TO PROVIDE DIFFERENTIATED SUPPORT AND ACCOUNTABILITY

The district-wide **Academic Action Plan** enhances the delivery of instruction. The OPS Instructional Framework is based on 3 primary components: (1.) Gradual Release of Instruction; (2.) Literacy Strategies Across the Content Areas; and (3.) Consistent Procedures & Routines. The expanded version of the Action Plan offers strategies for instructional staff to utilize based on classroom context to personalize learning for students. The ten-categories supply research-based strategies that are designated for all students, culturally responsive teaching and/or students with special learning needs (e.g. Special Education, English Language Learners, etc.). The Academic Action Plan establishes a district-wide common language and consistent message that is congruent with all instructional practices.

Title I staff supports instruction and planning at Wakonda by meeting with the principal and grade level facilitators in an advisory role to implement Collaborative Instructional Planning Teams. These teams allow grade level leaders to guide their teachers in using data analysis to identify instructional needs and lesson development for each grade level. Title I staff also supports schools in developing and updating school wide plans and professional development goals. This collaboration provides accountability, formalizes the internal reporting structure and intensifies school support with a Compliance Team (Supplemental Education Specialist, Restructuring Specialist, Grant Accountant and Director).

A **Literacy Facilitator** is assigned to Wakonda based on academic need demonstrated by student achievement measures and provides modeling and support to classroom teachers in the area of reading/writing instruction.

Turn-Key Presentations are conducted for staff at Wakonda throughout the year. Curriculum, Instruction and Assessment provides principals, assistant principals, deans, Instructional Facilitators, Instructional Coaches and Academic Data Representatives with professional development related to the Action Plan replete with tools necessary to present a turn-key presentation to the staff at each building.

Tiered Intervention for Reading and Math – A variety of professional development is focused on providing strategic interventions for students who struggle in reading and mathematics. Reading and math intervention programs all provide extensive professional development for teachers who deliver the instruction.

The **Curriculum Supervisors** facilitate Instructional Strategy Professional Development related to various strategies such as literacy skills, mathematical understanding, differentiation strategies, etc. These sessions are delivered after school, on professional development days, during team meetings, or during the summer.

The Coaching Schedule is used to visit classrooms and offer reflective coaching feed-back to teachers by the Principal, Instructional Facilitator, Literacy and Math Coaches at Wakonda. Frequent visits ensure that teachers are adhering to the OPS Instructional Framework

The **Principal Appraisal System** is aligned with the District instructional framework to provide clear and consistent expectations for staff. The appraisal is divided into four domains (Domain 1-Student Achievement and Engagement, Domain 2-Teacher-Staff Development and Growth, Domain 3-School Culture and Community Relations and Domain 4-Responsible Steward of Facilities, Fiscal and School Resources). The observation rubric provides specific data points and artifacts to look for and questions to ask for each domain.

SchoolStat is a performance management, process improvement, and statistics-based accountability framework. The SchoolStat process is predicated on four core elements: 1. Clarity of District mission and purpose, 2. Statistical analysis of problems and results, 3. Central office and school flexibility and responsiveness, and 4. Internal accountability. Central Office SchoolStat focuses on the following performance categories:

- student academic performance—instructional quality and student growth and learning (e.g., grades and formative assessment results);
- attendance and student rates—the social, emotional, and behavioral factors that affect learning (e.g., average daily attendance, chronic absenteeism, and suspensions); and
- school climate—the nonacademic barriers that influence learning (e.g., safety and family engagement)

EFFECTIVE INSTRUCTIONAL INFRASTRUCTURE

To maintain an intense focus on student achievement, Omaha Public Schools currently has data structures in place which support the regular use of student data to inform instruction so data analysis clarifies and informs instructional expectations. Adjustments can be made throughout the year based upon these formative assessments to help schools meet their year-end goals. This strategy provides an early diagnosis of areas that need attention prior to the state testing, giving the schools and their leaders multiple opportunities to anticipate and address areas of concern. The nature of the data is such that schools and the district have regular, ongoing insight into and discussions about student progress.

The Academic Dashboard provides Wakonda administrators, teachers, and counselors immediate access to up-to-date information that includes current attendance data for each student at the classroom level. This information is displayed in conjunction with assessment and course mark data. Ease of access to this information affords staff the opportunity to respond immediately to students who demonstrate initial patterns of absenteeism and declining achievement. Diagnostic assessment data and the Student Assistance Team process are used to facilitate interventions in reading and math for students who have a significant deficit in reading or math that could be attributed to continued absenteeism. The interventions are provided during the school day and in extended learning opportunities.

Acuity is an assessment system that assists teachers to efficiently and effectively differentiate classroom instruction. Acuity allows teachers to assign diagnostic assessments, review results, and receive data about student performance. Additional tools include: predictive assessments, instructional resources/personalized practice aligned to state standards that can be assigned to a class or individual students, and item authoring which allows teachers to create assessments aligned with OPS/NeSA curriculum indicators.

Measures of Academic Progress® (MAP®) is a computer adaptive skills assessment that adapts in difficulty as the test progresses to present content within the student's zone of proximal development (ZPD). When a question is answered incorrectly, targeted hinting (instructional scaffolding) helps pinpoint the exact nature of any student misunderstanding. Teachers have assessment data and essential student performance information in goal strands (skills) tested and a RIT score or overall scale score on the test. MAP also provides a student's RIT growth from the initial to final test.

EFFECTIVE & EFFICIENT FISCAL MANAGEMENT

Omaha Public Schools' primary fiscal responsibility is to ensure all programs and services add value to our students and communities and operate in accordance with the public trust for which we are responsible. OPS currently manages approximately \$68,000,000.00 of local, state, federal and private grant funds, (e.g., Title IA,

Title IIA, Title III, Teacher Principal Training, Head Start, Early Head Start, Teaching American History Grant, Douglas & Sarpy County Learning Community, Agriculture and Natural Resources Academy, IDEA Enrollment Poverty and Lozier Foundation). For each funding source, OPS has been found in compliance with all accounting practices as demonstrated in Annual Audit Reports. If funded, Omaha Public Schools will be responsible for maintaining effective internal control over compliance with the requirements of laws, regulations and contracts for federal/state programs. A meeting is convened with the SIG Principal and Project Implementation Manager to review the terms and conditions of the Award detailed in the Grant Award Notification (GAN).

The Grant Coordinator will work with the Grant Accountant, SIG Principal and Project Implementation Manager to develop a Board Report requesting approval for the grant budget amendment into the General Fund Budget of Expenditures from the Nebraska Department of Education on behalf of Wakonda Elementary School.

Upon receipt of approval from the Board of Education, the Grant Coordinator submits the following information to the Grants Accounting Office and a grant file is created. At a minimum, the file will contain the following:

1. Copy of the Grant Proposal.
2. The original copy of the Grant Award Notification document.
3. Budget by expense account code.
4. A time line of programmatic and financial reports to be submitted during the implementation of the grant.
5. Contractual agreements

The Grant Accounting Office assigns a project number, from which expenditures can be charged against the grant. The SIG grant will be assigned a Grant Accountant who will be the primary financial contact for the SIG Principal and Project Implementation Manager and be responsible for filing monthly Reimbursement Claims for expenditures incurred. Monthly PeopleSoft Variance Reports are generated by the Accounting and Finance Department for SIG Principal and Project Implementation Manager to access so expenditures can be monitored and reconciled by program staff as well.

EFFECTIVE TALENT MANAGEMENT

Below are examples of Human Resources demonstrated experience in improving school culture through talent management.

In 2005, Omaha Public Schools acquired the **Head Start and Early Head Start Programs** and integrated them into a school-based environment. Existing staff were interviewed, their credentials reviewed and staff were placed in positions based on their qualifications in a timely manner.

The **Wilson Focus School** is an extension of the Underwood Hills Focus School that was first opened in 2008-09 as a collaborative partnership among three school districts: the Elkhorn Public Schools, the Omaha Public Schools, and the Westside Community Schools. The school was structured under an inter-local agreement with the three districts sharing staff, budget, and resources. The Omaha Public Schools is now the only district housing and operating the Focus School renamed Wilson Focus School and moved to a new location within the district boundaries. Wilson Focus School offers an extended year calendar of 190 days and extended day enrichment offerings. Human Resources recruited the former Principal of Indian Hill to lead this initiative and teachers were interviewed, screened based on their instructional strengths and placed. Currently, the wait-list for Wilson Focus School exceeds 150 families. The Wilson Focus School wait-list underscores the precision of staff placement conducted by Human Resources.

In 2013, the Department of **Student and Community Services** was discontinued. Human Resources facilitated the screening and placement of staff in positions that were commensurate with experience, credentials and ability.

To successfully implement the Turnaround Model at Wakonda, Human Resources must improve student performance through the infusion of human capital who are motivated and possess the capacity to make the necessary changes in the best interest of students. Human Resources has a successful track record and stands ready to recruit, transfer and place some of the most talented teachers and leaders at Wakonda to create a well-balanced instructional team to advance student performance.

Human Resources will structure the Wakonda Staffing Recruitment Plan to emphasize the following six components: curriculum and instruction, instructional time, assessment, environment/climate, professional development and parent/community relations. Potential candidates will prepare portfolios to include videos of lessons and letters of reference that reflect demonstrated experience. Potential candidates will participate in a group problem solving activity related to the aforementioned areas. In addition, Human Resources will also consider candidate's experience, instructional strengths and expertise, strong commitment to professional growth and a four-year commitment to the school. The staffing process will also include, but not be limited to voluntary transfers, involuntary transfers, redeployment and external recruitment if needed. Teachers who commit to the turnaround vision and plan for Wakonda will commit to extensive (up to 60 hours) professional development in the summer of 2015 and 30 hours throughout the school year. Curriculum, Instruction and Assessment and the Title I Office have developed a Recommended Professional Development List for school's convenience and to facilitate instructional coherency.

HUMAN CAPITAL PRIORITIES FOR WAKONDA CANDIDATES

The following components will be considered when staffing Wakonda Elementary School.

Curriculum and Instruction—Teachers and leadership will need to commit to three primary components of Wakonda's Turnaround Model which are grounded in the research and professional work of Dr. Marzano to advance student performance:

- Commitment to Learning & Growth Goals—a tight and viable core curriculum;
- Commitment to Effective Instructional Practices—Using “high probability strategies” and formative and summative evaluation techniques; and
- Commitment to Building Background Knowledge—Using the six step process for teaching vocabulary.

Instructional Time—increased instructional time is a variable that positively impacts student learning

- An additional twenty-five (25) minutes of instruction within the teacher's school day. This will be accomplished through master scheduling.
- Extended learning time beyond the intervention/enrichment block during the school day allows for daily, targeted interventions with all students. This can be accomplished through flexible scheduling of personnel.

Assessment—Continue to use a variety of data tools to inform instruction and stakeholders

- Formal and informal instruction
- Data conversations and collaboration will occur a minimum of every two weeks for in-course adjustment; and
- Stakeholder meetings to regularly occur with the: Building Support Team (monthly WakondStat), Turnaround Office (SchoolStat), Assistant Superintendent of Curriculum, Instruction and Assessment's Leadership, Parent Teacher Organization, and the Board of Education.

Environment—Effective leadership often cites a positive school climate as a precursor to increased student performance

- Climate survey will be conducted biannually with results informing future adjustments/changes;
- Consistent procedures and routines and expectations; and

Professional Development—Quality professional development for all staff

- Accelerate and focus the professional development around the three primary components of Wakonda's Turnaround Model referenced in the curriculum and instruction category;
- Training emphasizes and demonstrates the integration of instruction with technology;
- Immediate and on-going;
- Summer activities;
- Additional training may extend beyond the work day (staff will be compensated accordingly); and
- Training reinforced through intermittent training and in regularly scheduled reflection time.
- Career Development- Participation in a professional development cohort opportunity to earn a *Master of Science in Education-Leadership in Teacher and Learning* degree from Midland University. The goal of this program is to retain effective teachers by training them to be leaders in roles that directly impact students

and teachers on a daily basis, and to ultimately improve student achievement. Teacher leadership is the critical element in any successful professional learning community.

- To ensure Nebraska Literacy Standards are integrated into curriculum using current technology, the Instructional Data & Technology Coach will participate in a cohort from Concordia University to earn an 18 credit hour endorsement in Technology Leadership. Consequently, the individual will possess the capacity to model for classroom staff how to use best instructional practices in a blended learning environment.

Parent, Student and Community Involvement—The Plan includes the provision for a Parent-Student-Community Advisory Group to work closely with staff and administration to communicate regularly regarding the progress and challenges related to the turnaround plan. The goal is to build and maintain strong relationships through:

- Home visits to those families that are receptive and decentralized community located meetings for those that are somewhat hesitant;
- A stronger parent compact, focused on how Wakonda can support parent involvement in their child's newly reconfigured technology-integrated educational experience;
- Maintenance of existing parent and community activities; and
- Feedback from student-focus groups to determine what works and what needs to be adjusted

Evaluation—Evaluation of the Turnaround Intervention Model will be both focused on the process and the end result.

- Quarterly student and family surveys that inform Wakonda staff about the types of enrichment activities, resources, programs and services needed for their children to socially and academically thrive;
- Artifacts and indicators of implementation as well as results (see Action Plans);
- The Project Implementation Manager (PIM), Director of Elementary Education, Elementary Supervisor and Executive Director of School Support will support the Principal and staff in these activities.
- To reinforce consistent meaningful evaluation and prepare staff for Central Office SchoolStat, the Executive Director of School Support and Implementation Project Manager will regularly conduct a monthly WakondaStat with staff that focuses on three main performance categories:
 - Instructional—operations focused on delivering instruction and monitoring student progress (e.g., student scheduling, testing, and assessment, and after-school programs);
 - Student-Serving—operations focused on non-instructional services to students (e.g., transportation, food services, purchased services, social-emotional support services and facilities); and
 - Back Office—internal services necessary for smooth operation of the school (e.g., payroll reporting, clerical support-parent relations, and purchasing/requisitions).

Existing Wakonda staff may choose one of the two options for employment opportunities. Every attempt will be made to place existing staff into positions for which they are qualified. All employees will be notified regarding their employment status in a timely manner predicated on the following timeline.

Application/Transfer/Redeployment Timeline

- March-Interview Transfer applications accepted
- April-Notification of Employment Status /Job Offer or other status
- May-June New Staff Orientation/Staff Preparation and Planning Time

Option I: Credential/Performance Analysis Screening: Existing Wakonda staff interested in remaining at the school will be reviewed on an individual basis to determine the position for which they may be qualified in the Turnaround Model. After careful review, Human Resources will counsel the existing employee to apply for positions at Wakonda for which they meet the qualifications or be placed in a position based on district need

Option II: Transfer Process: The Transfer Process will provide an opportunity for existing employees to apply for positions and interview with the potential Principals throughout the District. The Transfer Application Process will take place from February 9 through April 1. By May 27, 2015 applicants will be notified of their status

Staff who are relocated to other schools will be provided: An opportunity to meet with the newly assigned school principal; Early release time to attend newly assigned school staff meetings and new staff orientation; Designated a "Building-Buddy" at the newly assigned school to assist with the transition; and Provide a relocation stipend for individuals to close-out their existing assignment and transfer to the newly assigned school.

PAST HISTORY OF SUCCESSFUL REFORM INITIATIVES

The Early Childhood Program options in the Omaha Public Schools' include: District Pre-Kindergarten, Headstart, Educare and Early Childhood Special Education. Placement in the district offered Early Childhood Program, with the exception of Special Education students, is based on need. Students with the greatest need are served first. HeadStart participation criteria include students whose family's income is below the federal poverty guidelines and whose families are homeless and/or receiving welfare assistance and children who are in foster care. For children attending a district sponsored classroom, an Early Childhood Leadership Team administers the selection of children and monitors this program. Students with the greatest need fall into one or both of the following two categories: 1. Academic - Student scored low (determined annually) on the district assessment, 2. Parent Survey.

Omaha Public Schools administers the **Title IIA of the Elementary and Secondary Education Act**. A portion of the Title IIA allocation also supplies elementary schools with Academy Programs teachers in order to reduce class size and maximize teacher interaction and instruction. The class size goal for schools with an Academy Program from pre-kindergarten through sixth grade ranges from fifteen to seventeen students in primary classes and approximately twenty to twenty two students in intermediate classes. Teachers in schools with Academy Programs receive strategies to work with diverse students through grade level professional development sessions conducted by Instructional Facilitators and the principal. Academy Program Schools maximize instruction through differentiated instruction to meet the needs of each learner. The goal of these professional development opportunities is to provide support to teachers in schools with Academy Programs in raising achievement levels of all students on mastery of district content standards.

Omaha Public Schools administers the **Title I, Part A of the Elementary and Secondary Education Act** that provides fiscal support, resources and technical assistance to approximately 44 elementary and secondary School-Wide programs with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

OPS administers the **Douglas and Sarpy County Learning Community grants** that support instructional coaches, kindergarten jumpstart and additional early childhood initiatives.

In collaboration with **Building Healthy Futures**, OPS has school-based health centers at the following schools: Belvedere, Indian Hill, Kellom, Liberty, Spring Lake elementary schools, King Science Magnet Middle School, Bryan and Northwest High schools to provide timely access to health services that can greatly impact student attendance and educational achievement. To date, **10,103** students and siblings have received medical services.

CREDENTIALS OF WAKONDA STAFF

There are 60 staff currently assigned to Wakonda Elementary School of which 31 certificated staff. The average age of staff is 40 years. The average years within OPS seven. There are 31 females and one male. Current levels of education are as follows: BA (12); BA+18 (3); MA+30 (3).

In addition, there are 29 non-certified staff: 24 females; 5 males; average age-48; average years in OPS-5; highest level of education- Some college(1); 2yr. (2); BA (1); MA (3) and other education (23). The chart below provides a summary of credentials

Last Name	First Name	Position	Education Level	Years In OPS
Brown	Taralyn	EL1	MA	16
Dragon	Sharon	EL1	BA	6
Renfro	Kristen	EL1	BA	8
Caniglia-Sayers	Andrea	EL2	BA	9
Depledge	Sierra	EL2	BA	0
McAreavey	Miranda	EL2	BA+18	5
Renz-Sederburg	Tori	EL3	MA	7
Woitaszewski	Missy	EL3	MA	9
Miller	Angela	EL4	MA	8
Walker	Lorene	EL4	MA	2
Ackerman	Amy	EL5	MA	2

Murray	Racheal	EL5	MA+30	12
Hart	Lalia	EL6	MA	16
Lottinville	Mary	Guidance	MA+30	6
Caitlin	Eaton	HS Teacher	BA	2
Novotny	Loretta	HS Teacher	MA	6
Marsh	Christina	Instr Facil	MA+30	11
Hoffman	Sarah	Kdg	MA	7
Koltas	Christine	Kdg	BA	8
Moore	Diann	Kdg	BA	6
Johnson	Ashley	Lead	MA	4
Tilson	Michelle	Media	BA	14
Carman	Samantha	P-Kdg	BA	1
Davis-Gray	Tamika	P-Kdg	BA	7
Gonzales	Cheyenne	P-Kdg	BA	1
Granados	Kelli	P-Kdg	MA	1
Hoffart	Lori	SpEd	BA+18	10
Hutchinson	Wendy	SpEd	BA	6
Lown	Sara	SpEd	BA+18	8
Manford	Ann	SpEd	MA	6
Smith	Ashton	Thrp	MA	5
Jackson	Stacy	ECIFMS	MA	0

SUPPORT OF PARENTS, COMMUNITY & TEACHER UNION

The Executive Director of School Support met with the Principal to: (1.) Review school performance, (2.) Inform the principal of the Superintendent and Board of Education's decision to pursue SIG funding and (3.) Explain the criteria with which the SIG committee chose the school and the data that informed the criteria and the intervention model that best suited students and families. Shortly thereafter, Human Resources, the Superintendent and Executive Director met with Wakonda staff to detail the etiology, SIG process and ask for volunteers to contribute to the application.

Prior to selection of school team members, interested staff were asked to complete a form with years of experience, teaching grade level and rationale for becoming a member. Seven members representing a cross-section of grade levels Kindergarten through six were selected. Teachers' commitment to the Turnaround Intervention Model and rationale for serving on the committee are as follows:

"I'm excited for a change to come to Wakonda. I know that there are a variety of issues that could be addressed with the grant such as managing student behavior, staff professional development, parent involvement and enrichment activities. I have collaborated with the Math and Reading Facilitators several times to incorporate math and literacy into physical education classes, so I understand how important it is to work together to address student needs."

"I have a vested interest in Wakonda, the students and their families. The community that surrounds Wakonda is also my community. I identify with our families and have built wonderful relationships with the families at Wakonda."

"I feel that our school does need change. Our kids deserve the best education we can provide them, in the best environment. I feel that the only way things are going to change is if teachers provide honest feedback while the grant is written. It would be a shame if a grant is written that looks good on paper but is not a realistic plan for our building. If I am selected to stay in our building...helping with this grant will help next in understanding what changes are taking place, why they are taking place, and it would help me with sharing the purpose of things with my colleagues. However, if I do not stay in my building, it would help me feel better about leaving...I would feel that I have done something to help the kids and staff."

"I am interested in being on this committee because I care deeply for the students at this school. I want to see Wakonda staff be successful in giving our students the education they deserve. I feel that I could offer some
NDE School Improvement Grant (SIG): Omaha Public Schools Schools-Wakonda Elementary 18

insight as a teacher as to what we want and need help with here at Wakonda in order to increase student achievement. I believe this change will be what is best for our students and staff in the long run, as long as the remaining staff get the professional development and support we need. I would like to help answer any questions that the grant writing committee from TAC may have regarding our school culture and history as well. I know that with the right support our school could excel and our students could do great things, I want to see that happen for Wakonda in the future".

"All of my teaching years have been at Wakonda Elementary teaching both kindergarten and third grade. They are a great group of students who deserve the best education possible. I have been able to teach a variety of students throughout my career, but have noticed that the overall academic ability and achievement is not improving. I would like to have the opportunity to help plan for the best education for the students of the community, support for their families and development of proficient and distinguished teachers. If I am chosen for this committee, I would like to have the opportunity to stay and see the grant proposal implemented to the fullest by continuing my teaching career at Wakonda Elementary. I will be able to use the aspect of professional development training that I receive to create a successful learning environment for students, and help families to play an active role in their children's education."

"I am interested in being on the grant team committee for Wakonda because I believe that the people that help write the grant for Wakonda need to be people that have our students best interest in their minds and hearts. I have an interest in what happens at Wakonda because I would like to remain a teacher here for many years to come. I believe I have insight as to what would help Wakonda become a successful and thriving learning environment for students now and in the future. This opportunity fits into my professional plans for next year because I would not only like to help write the grant but I would also like to help implement the grant. If the School Improvement Grant is written and approved I plan to reapply for my position at Wakonda as a 5th grade teacher. I have worked with many different students and families while at Wakonda and I believe that each and every one of them deserves to have teachers that want to be there! I am one of those teachers! I want to help write this grant because I want to help have a say as to what my school will look like in the future for my students and families."

I am interested in being on the SIG committee because I believe my 17 years of teaching experience at Wakonda have enabled me to understand the strengths and areas of concern with the students, families and staff for this building. My years of service and commitment to this school are due to my dedication and desire to see change for our young people. I take pleasure in working with challenging and non-traditional students and families. I would like to be a part of helping Wakonda become successful academically, along with assisting to meet the needs of challenging behaviors. While at Wakonda, I have seen various curriculum changes, teaching styles, and methods for encouraging student success. While some have proven to be successful, there is a need for concern in some areas. I believe that by building strong relationships and giving proper support, all students have the ability to learn. I want to be a part of a team that not only "talks" about ways to improve student achievement, but also geared towards turning words into actions." I believe we must equip our young people with tools and appropriate skills to become successful in an ever-changing and challenging society."

After conducting 3 meetings with Wakonda teachers to review school data, school improvement plan, professional development offerings and discussion about what is working and what is needed. The teachers that represent the school on the SIG Committee did the following:

2-26-15 Wakonda teachers represented on the SIG Committee presented the basic requirements of what SIG would and would not do for Wakonda Elementary at their staff meeting to colleagues. In addition, they presented the requests that emerged from the focus group session conducted 2-25-15: common plan time, a school-wide intervention time in the schedule, more time for professional development and the integration of technology into existing curriculum.

3-2-15 Wakonda teachers represented on the SIG Committee presented to the Omaha Public Schools Board of Education the requests for resources and support that emerged from the focus group and asked the Board to approve the submission of the SIG grant for Wakonda.

3-5-15 The Executive Director of School Support and the Superintendent facilitated a Parent Meeting to detail what will occur as part of the SIG process and provide parents an opportunity to ask questions and provide feedback about the academic future of their children. Teachers represented on the SIG Committee were also in attendance to answer any questions. Twenty parents attended the session.

The Omaha Education Association (OEA) has been an active partner in facilitating focus groups at Wakonda, attending committee meetings related to proposal development, providing resources from the National Center on Time & Learning and their presence as a show of support for the Wakonda teachers who presented the rationale for the SIG Turnaround Intervention Model to the Board of Education. During meetings with Wakonda, OEA has listened and actively fostered opportunities for open communication, helped make the Wakonda staff "feel heard, not just be heard" and remained flexible and patient. They serve as a resource as the contract variance is created and a reference point in budget development to determine activities which require the hourly salary rate as opposed to an extra rate of pay.

SUPPLEMENT NOT SUPPLANT

Omaha Public Schools allocated Wakonda a 2015-16 Budget to sufficiently operate. The items requested in the NDE-SIG Grant would enhance existing operations, but would not replace any key personnel or activities for which Wakonda had previously planned and budgeted. The District will continue to prioritize resources based on need and available revenue to support the overall operations of the school as it does each year through the budget process and staffing conferences (General Fund, Title I, Title I Accountability, Title I 10% Set Aside Professional Development, Special Education, Head Start, Douglas & Sarpy Counties Learning Community and English Language Learner). Without the essential District support, it would be difficult to implement a Turnaround Intervention at Wakonda.

The requested additional time combined with the existing teacher contract will provide teachers the opportunity to conduct collaborative conversations about data in order determine the best strategies to advance student performance. While Central Office provides intermittent supervision and support to Wakonda and all other schools, based on achievement scores and teacher input there is a need to provide more comprehensive and intensive support for staff to refine their capacity to interpret data, diagnose and prescribe interventions and manage student behavior in the learning environment. Title I and Title IIA resources will be used to individualize the support to Wakonda staff by conducting Professional Learning Communities and various other instructional professional development. The use of the aforementioned funds are consistent, provide continuity for staff in developing, monitoring and accomplishing the targeted objectives in their District School Improvement Plan and provide a common language for school staff and central office to collaborate.

The hardware and software requested will enhance the capacity of teachers to deliver instruction, check for understanding and provide either corrective or enrichment activities for individual students. The student response system within the networked student computers allows students to individually respond to whole group instruction, receive immediate feedback and personalize their mastery based on their instructional level. Students will be able to continue learning and practice of mastery at home with the laptop. Through E-Rate students will be provided portable MiFi devices or KaJeet SmartSpots. This device allows for filtered, broadband connectivity for students that is educational, monitored and blocks sites that use large quantities of data and distract students from their studies. Student use of this hardware also helps shift students to taking state-mandated assessments administered exclusively on-line, increase computer skills to complete homework as intermediate students advance to middle school.

Through the District server students will be able to access Imagine Learning software program to engage in language and literacy exercises that will provide students multiple opportunities to practice comprehension, and vocabulary. Students begin the program they are guided through a series of questions that assess their current developmental level and activities in which the student engages are adjusted. Students, parents and teachers receive immediate feedback on the skills they have mastered (Software purchasing and the cost of licensing will be offset by private funding).

Customarily, this type of portable, extended learning opportunity has been cost-prohibitive for students from economically-disadvantaged families (Students eligible for Free or Reduced Meals at Wakonda in 2013-14 was

89.3%) and students had only to depend on the time they were in school to receive differentiated practice opportunities.

There is a critical need for an investment to initially provide more discreet methods that increase student learning for students that are not tied to the classroom or school and provide hard-to-reach families the opportunity to academically support their children in a manner they could not otherwise afford. In turn, the District can commit to the sustainment of universal access to learning tools for economically disadvantaged students as another option to promote continuous practice and learning. The off-site and on-line opportunity for continuous learning will effectively enhance the communication between the home and school, engage families in learning with their child beyond school hosted "Family Nights", regularly inform parents about academic performance and attendance, promote beneficial instructional practices, enable teachers to better engage parents in school activities and connect families to resources that facilitate parents regularly support their children's' educational experience.

The One-to-One technology rationale at Wakonda is grounded in providing equitable or comparable extended learning opportunities to struggling students in order to close the achievement gap. It is not the intention of this district to singularly make the One-to-One program, Imagine Learning software or the addition of coaches the panacea for student achievement. Rather the aforementioned components acting jointly with consistent, high-quality instruction and regular communication with parents will increase student performance at Wakonda.

- B.3 *If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.*

There are twelve OPS, Tier I schools eligible to apply for the SIG grant that are included on the Nebraska Department of Education 2014-15 Persistently Lowest Achieving Schools (PLAS) List (Bryan & South High; Hale & Monroe Middle; Conestoga, Druid Hill, Kennedy, Lothrop, Minne Lusa, Wakonda, Jackson, King Elementary Schools).

This is the District's first time pursuing SIG funding, it considered the capacity to support/sustain twelve SIG projects and determined it was not operationally nor fiscally feasible. This upcoming year, the District has increased the base salary of new teachers, extended a full-benefits package to all employees at the beginning of employment, and undertaking three textbook adoptions. Instead, OPS prioritized its most academically disadvantaged schools (demonstrated by NeSA Reading and Math performance).

While all OPS schools conduct Action Planning for School Improvement Plans, prior to the preparation for the SIG application, the District lacked: a systematic process to identify schools/potential applicants beyond the PLAS List, consistent criteria to subsequently select and prioritize schools into application cohorts, a communication process to include, inform and allow feedback from families and communities of potential SIG cohort activities, a uniform, articulated mechanism to assist schools in advancing student performance, consistent and transparent progress monitoring that holds the District and schools accountable for demonstrating baseline mid-year and year-end student growth.

The work conducted to create the initial Wakonda SIG application has provided the District a systemic basis from which to grow the infrastructure of school support as the cohort of SIG applications increase as well as a chance to proactively plan for sustaining SIG cohorts within District budgetary means.

- B.4 *ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.*

Cross & Joftus Consulting Firm provides expert assistance to education leaders to support sound investments by analyzing and developing effective policies, evaluating programs, planning strategically, and implementing promising model reforms. The consulting firm assists clients to build internal capacity so they can quickly find solutions to problems and do what they do better. In addition Cross & Joftus promote a capacity-building approach that adds value to organizations long after their work with us has ended.

The following are examples successful initiatives brought to fruition by Cross & Joftus' expertise:

- Cross & Joftus, with support from Say Yes, the Oishei Foundation, and the Community Foundation of Greater Buffalo, provided Buffalo Public Schools with an interim deputy superintendent, who supported the rollout of the district reorganization, coordinated school turnaround efforts, and helped to identify a permanent deputy. BPS then retained C&J to continue its support. C&J's interim deputy superintendent transitioned into the role of leadership consultant, providing systemic supports that include coordinating the implementation of the district's reorganization, helping to guide the new system and processes for school support and turnaround, and coaching senior district staff.
- In 2008, Cross & Joftus partnered with the Kansas State Department of Education (KSDE) to rethink the state's approach to school reform and in doing so, increase capacity to raise achievement and close significant gaps in student learning. The result of this partnership was the Kansas Learning Network, an approach that includes a comprehensive needs assessment, the establishment of strategic priorities, targeted technical assistance, and collaboration with peers across the state. For four years, C&J worked with all districts and schools in Kansas that had been identified as on improvement, corrective action, or restructuring as defined by the No Child Left Behind Act. Evaluations of the Kansas Learning Network found that the model was highly valued by district and state administrators and, more importantly, had made a significant impact on student achievement in participating schools and districts.

Omaha Public Schools contracted with the Cross & Joftus Consulting Firm to conduct a comprehensive needs assessment of the school district and facilitate the development of a new five-year strategic plan. Cross & Joftus and UPD Consultants are currently providing follow-up implementation support by periodically reviewing implementation of the strategic plan and by training staff to use a data-based performance-management system called STAT. Predicated on the previous work with Cross & Joftus, Omaha Public Schools has opted to retain the firm as a consultant for school reform.

Steve Gering, senior associate at Cross & Joftus, is a career educator who has worked for over 30 years in both urban and suburban districts as a teacher, coach, assistant principal, principal, district administrator, Deputy Superintendent, and consultant. In Kansas City, Kansas, Steve led the district reform effort, First Things First, resulting in dramatic increases in student achievement. These system wide gains were cited by the Gates Foundation as "one of the most significant reforms in urban education today." Steve's consulting work emphasizes developing the leadership capacity of school and district leaders with the skills and knowledge needed to drive positive student outcomes.

The services of Cross & Joftus come at no charge to the SIG grant. The District anticipates no charges for purchased services from this grant.

- B.5 *Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a school-wide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.*

In addition to SIG funding, Wakonda will utilize the following resources to supplement and sustain the Turnaround model:

The Title IA funds are consistent with the intent of the SIG grant. Title I staff and Title I paraprofessionals will be used in scheduling for increased learning time; to enhance small group and one-to-one work with students in an intervention/enrichment block; to provide for staffing in parallel blocks; to provide staffing for additional

opportunities to increase instructional time centered on student academic need and assistance in the implementation of School Improvement Plan (SIP) activities.

Title I, Part A – (Approximately \$99,000.00)

- Title I 10% of (set-aside) Professional Development (\$9,999.00) Professional Learning Communities
- Title I Teacher(s) (1) (\$39,256.20)
- Title I Paraprofessional(s) (2) (\$74,952)

Title I Accountability-(Approximately \$4,214.00)

- Title I Accountability-the purchasing of leveled readers and Imagine Learning instructional software to personalize and differentiate student learning.

Title IIA funds are aligned with SIG to provide supplemental staff to reduce class size, professional development in classroom management (i.e., Kagan) to create an engaged learning environment, professional development in core area subjects integrating the use of white boards; computer-assisted technology, creation of formative assessments in order to provide data on student comprehension so that teachers can immediately evaluate student progress and differentiate instruction. Professional development activities will be data-driven, on-going and evaluated for effectiveness.

Title IIA (Approximately \$55,089.96) is used for:

- Class size reduction (1) Teacher
- Professional development

Head Start supports economically disadvantaged children's transition from preschool to elementary school that includes requiring the children to engage successfully with their peers outside of the family network, adjust to the space of a classroom, and meet the expectations the school setting provides. As participants transition into Kindergarten at Wakonda, there will be clear consistent expectations for conduct of which students are familiar.

Head Start (Approximately \$145,989.96) is used for:

- Head Start Teachers (2)
- ParaProfessional (2)

Wakonda's General Fund budget provides funding to teach students, transport them to and from school, and maintain school buildings and grounds. It funds special education and other programs such as English Language Acquisition. Teachers and other staff are paid and provided with health and retirement benefits as well as additional professional development training.

General Fund- (Approximately \$2,409,395.00) is used for:

- Regular (non-Spec Ed) Discretionary: \$101,629
- Library Discretionary: \$6,244
- Regular (non-Spec Ed) Salaries/Fringes: \$1,814,610
- Utilities: 2,028
- Communications: 7,000
- Interlocals: 88,800
- Special Ed Discretionary: \$1,450
- Special Ed Salaries/Fringes: \$388,434

Learning Community of Douglas and Sarpy Counties through a grant, provide at Literacy Facilitator at Wakonda that specifically supports teachers using Gradual Release of Instruction and the Omaha Public Schools Literacy Block. This ancillary support aligns with SIG and addresses the staff's request for more comprehensive coaching as it relates to implementing the OPS Literacy Block with fidelity.

- Literacy Facilitator (1) \$60,408.00

- B.6 *If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.*

The school day at Wakonda has 410 minutes (from 9:05 a.m. to 3:55 p.m.) with a 130 minute block for reading, 90 minutes for math. There is a need to develop a new master schedule to include: a common plan time for staff, a school-wide intervention/enrichment block and extend the school day (30 minutes) to provide teachers more time to re-teach students content not initially understood and multiple opportunities for students to demonstrate mastery and reteach positive behavior skills to students. Based on a recent Metropolitan Omaha Education Consortium (MOEC) Assessment Task Force Meeting presentation, Elkhorn and Papillion-Lavista school districts created schedules to accommodate an intervention block using School Scheduling Associates, LLC.

The authority, duties and responsibilities of the new school leader and staff have been modified to align with the Turnaround model. Human Resources has developed job descriptions/postings for both the principal and staff. In order to ensure the timely placement of redeployed staff and placement of new staff at Wakonda, interviews and the transfer process are currently taking place. Human Resources and the Omaha Educators Association will provide technical support for a contract variance to accommodate the additional staff time that supports the Turnaround Intervention Model. The following steps were taken to determine the 10.16% contract variance for Wakonda staff:

Regular teacher duty days:	190
Regular teacher duty minutes per day:	455
Wakonda teacher extended duty days:	195
Wakonda teacher extended minutes per day:	37
Wakonda teacher regular duty days:	19
Wakonda teacher duty minutes per day:	492
Regular teacher duty days x Regular teacher duty minutes:	$190 \times 455 = 86450$
Wakonda teacher extended duty days x extended duty minutes:	$176 \times 492 = 86592$
Wakonda teacher regular duty days x regular duty minutes:	$19 \times 455 = 8645$
Wakonda total minutes:	95237
Minus Regular teacher total minutes:	- 86450
Extra Minutes worked by Wakonda teacher	8,787
Extra minutes divided by total regular minutes:	$8787/86450 = 10.16\%$

The following steps have occurred in order for OPS to begin the implementation of the Turnaround Intervention in the upcoming 2015-16 school year:

- Internal and external Principal recruitment has taken place;
- Candidates have been screened;
- Final candidates participated in a central office interview and a community interview with Wakonda parents and stakeholders;
- Prior to the Principal Community Interview, parents were given an opportunity to submit questions applicable to the potential principal candidates; and
- A Principal has been selected, offered a contract and will begin August 1, 2015.
- OEA will also met with building staff to validate that staff were provided a choice and afforded an opportunity for input
- All teachers that participated in the transfer option have been interviewed by potential principals and placed in another OPS school;
- Turnaround Teacher-Candidates will be participating in a 3-part interview consisting of: Gallup Strengths Finder Phone interview, a principal interview to review teaching portfolio artifacts, answer questions and partake in a problem solving scenario with other potential candidates. The final candidates will contribute in a community interview with Wakonda parents and stakeholders by June 22, 2015;
- Prior to the interviews a 4-question survey was sent to all Wakonda parents to provide feedback (1. What qualities do parents look for in a teacher; 2.) What type of communication do parents prefer from their child's teacher; 3.) What are some concerns from parents about current Wakonda staff that the District needs to understand; and 4.) Do you have any additional comments);
- Information from the parent survey will be used to develop community interview questions; and

- Turnaround Teacher-Candidates be screened, interviewed, offered 195 day contracts in accordance with the OEA-OPS contract variance agreement and will begin July 29, 2015.

B.7 *Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.*

OMAHA PUBLIC SCHOOLS TURNAROUND SUSTAINABILITY PLAN

If the Nebraska Department of Education opts to invest in the OPS-SIG application, Omaha Public Schools will sustain The entire program at the beginning of the 6th year in the following method:

From Year One to Year Two the budget will decrease in the amount of \$42,054.00 due to the fact that no 56 fewer laptops were requested in year two.

From Year Two to Year Three the budget will decrease in the amount of \$23,457.00 and Omaha Public Schools General Fund will absorb the base salary and fringes of the Data-Tech Coach in the amount of \$83,348.00 in year 3

From Year Three to Year Four the budget will decrease in the amount of \$197,604.00 and Omaha Public Schools General Fund will assume \$111,495 or the 10.16% contract variance additional cost to extend the day for sixteen FTEs, and there is no technology purchased in year 4. (16 FTEs 10.16% Contract Variance salary-\$93,788.00 + 18.88% fringes or \$17,707.00).

From Year Four to Year Five the budget will decrease in the amount of \$93,496.00 and Omaha Public Schools General Fund will undertake the Salary and fringes of the School Climate Behavior Coach in the amount of \$90,151.00 in year 4.

Beginning Year Six General Fund will assume \$115,951 or the 10.16% contract variance additional cost to extend the day for the remaining sixteen FTEs

TURNAROUND TEAM & SCHOOLSTAT TO MONITOR TURNAROUND PROGRESS, FORMAL MECHANISMS AND FEEDBACK LOOPS TO CAPTURE DATA FROM THE FIELD TO INFORM CONTINUOUS PROFESSIONAL DEVELOPMENT AND EFFECTIVE PROGRAM IMPLEMENTATION

SchoolSTAT is derived from COMPSTAT—(short for COMPLAINT STATISTICS). It is a combination of management philosophy and organizational management tools for police departments named after the New York City Police Department's accountability process, and has since been implemented in many other departments such as Baltimore, Maryland (where the system is shown in use in The Wire on HBO, though in the show it is referred to as "ComStat." In reality, Baltimore's real-life system is called Citistat). SchoolSTAT is designed as a model for data analysis and data-driven decision making that results in shared ownership by all central office and school-based staff for student success. The following are the four tenets of SchoolSTAT:

Accurate and Timely Intelligence Shared by All

- What is the data telling us about the progress and quality of our work?
- Do we have the right people in the room to solve this problem?

Effective Tactics

- What is the goal?
- What is the root cause of the problem we have identified?
- What is our theory of action to address the cause of our problem?
- Are there outliers, high and low performers that can instruct us as to the solution?
- What should we do?

Rapid Deployment of Resources

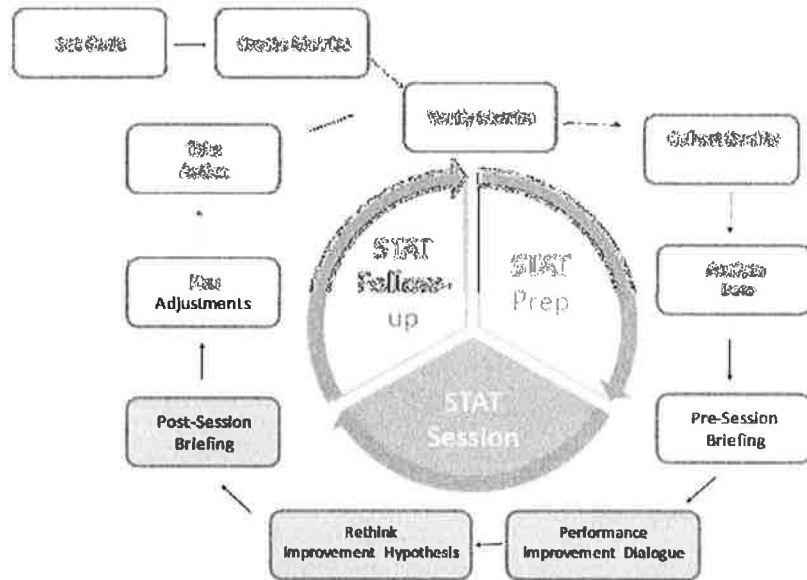
- How should we re-allocate our resources to solve this problem?
- Who is accountable?
- What do we do first?

Relentless Follow-Up and Assessment

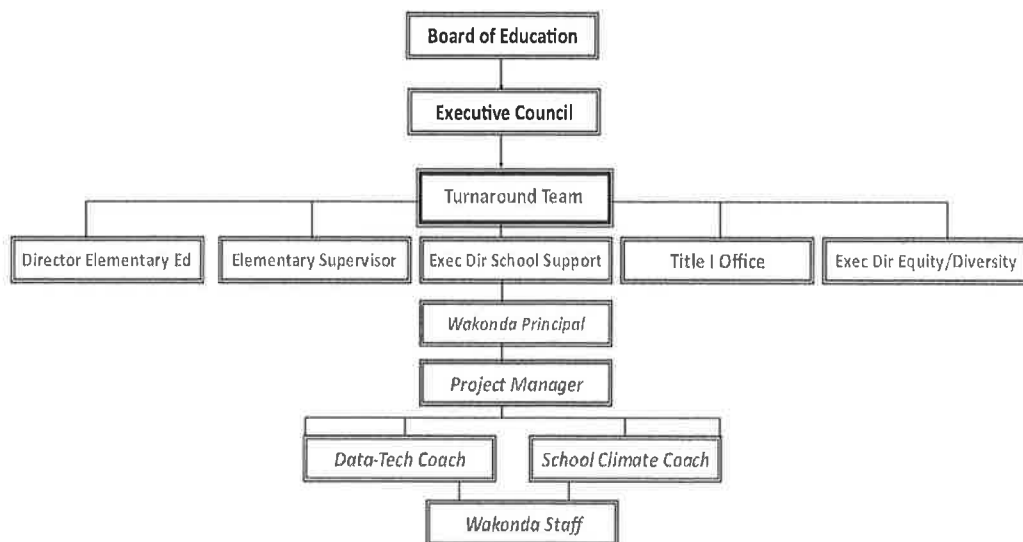
NDE School Improvement Grant (SIG): Omaha Public Schools Schools-Wakonda Elementary 25

- Did our work help us reach our goals? Why or why not?
- Can we do better?
- Should we try something different?

The SchoolSTAT process provides a forum for courageous conversations about race, economic disadvantage, and their implications for student performance and closing the achievement gap. This process is designed to permeate every level of the school district—from the interactions between students and teachers, to conversations between teachers and the principal, to examination of school data among principals and members of the community, to discussion between the Executive Council and the Superintendent. Data teams comprised of Wakonda staff and collaborating central offices will provide leadership in taking each indicator of implementation through the SchoolSTAT process. The data teams frame the overarching questions that drive the discussions about the Turnaround implementation. These teams inform the SchoolSTAT process by providing critical initial analysis of information relevant to the indicator of implementation under study that leads to the data-driven decision making implemented at the district, school, grade, and student levels.



The Turnaround Team will meet every other month to conduct the SchoolSTAT process. SchoolSTAT is an essential element in the systemic monitoring of Turnaround implementation progress, critical student performance data, with particular focus on closing the achievement gap for African American, English Language Learners and Special Education students.



The District is requesting a waiver to not include the cost of a Project Implementation Manager (PIM) in the SIG Budget for the following reasons: 1.) After prioritizing Wakonda needs, the school team determined that the most dire need was to extend the school day for instruction, collaborative plan time for staff and coaches to address the instructional needs of the staff; 2.) The District possesses the internal capacity to provide qualified personnel with restructuring experience to assist with the implementation of the Turnaround Model; and 3.) The District deems this to be an effective and efficient use of existing resources to enhance and ultimately sustain the Turnaround Model.

The Title I Compliance/Restructuring Specialist will be redeployed to Wakonda to assume the responsibilities of the Project Implementation Manager (PIM). This individual is uniquely qualified and brings the following added value to the position:

- Nine year experience as a Nebraska certified elementary teacher;
- Facilitated Title I Learning Collaborative Teams, professional development and coaching in elementary school-wide programs;
- Assisted OPS Title I School-wide Programs in the development of Restructuring Plans;
- Conducted district level Title I Parental Involvement activities; and
- Worked as a member of the District SIG Team since its inception.

To keep the Turnaround process moving forward, the individual is currently assisting Human Resources with the Wakonda Transfer Process, developing recruitment materials for teachers, participating in the interview process and serves as the liaison to provide Turnaround updates to staff and community.

B.8 The district must describe its consultation, as appropriate, with relevant stakeholders regarding the district's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

OBTAINING INPUT

The SIG Team reviewed all Omaha Public Schools on the PLAS List for:

- Student performance of all OPS Tier I schools included in the Persistently Low Achieving Schools List (i.e. three year average percentages of students performing proficiently in reading and mathematics, and the percent of students demonstrating growth or approximations toward proficiency in reading and mathematics);
- Schools that demonstrated consistently low student performance with moderate improvement, low to moderate student performance with slow improvement and/or schools with regressions in student performance growth (in reading or mathematics) during the three year interval;
- School features and variables that may impact student performance in subgroups (i.e. class size reduction, Title I, PLAS Tier Status, Average Daily Attendance, Free-Reduced Meal Eligibility, Mobility, English Language Learners, Special Education);
- The PLAS Status Matrices was presented and discussed at the Board of Education Meeting
- The PLAS Status Matrices was presented and discussed at Principal Meetings
- Principal tenure or the amount of years the principal was leading the school and the amount of student growth incurred; and
- Of the two Tier I schools demonstrating slow improvement and student regression, student performance at Wakonda in a three-year average demonstrated a -2.15 student loss in reading growth and leadership in the school has been in place fifteen years. After review of student performance trends, social indicators it was determined that after a fifteen year tenure, there would be a small likelihood of instructional change driven by the current leader. There has been slow progress in subgroups. However, not significant enough in the 3-year data captured.

ANALYZING RECOMMENDATIONS

- The Principal with slowest improvement and student regression was consulted (a three-year average demonstrated a -2.15 student loss in reading growth and leadership in the school has been in place fifteen years)

- School focus groups were conducted to obtain input about Wakonda staff needs, instructional practices, District School Improvement Plan, social indicators.
- An additional focus group was conducted to receive feedback about delivery of instruction, differentiation and using data to inform those decisions.
- Based on staff input, student performance, social indicators, status in the SIG Matrix compared to other schools, the SIG Team recommended The Turnaround Intervention to the Superintendent.
- The Superintendent and School Board decided the aforementioned intervention for Wakonda was appropriate, and requested further input from school focus groups to further analyze the feasibility of the strategy, ensure staff understands the impact, and what will take place differently than before.
- The Executive Director of School Support and Superintendent conducted a meeting with Wakonda parents to gather feedback and answer questions.
- The SIG Team conducted subsequent focus groups to review the District School Improvement Plan, progress of growth goals and feedback related to the instructional challenges of advancing student performance.
- District team analyzed further school focus group information, and provided recommendations to the Superintendent.
- The Superintendent review the additional feedback information with the School Board.
- The School Board voted to pursue the SIG grant Turnaround Intervention for Wakonda.
- Wakonda Teachers presented their feedback, challenges and SIG expectations to the School Board.

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	N/A
College enrollment rate (high schools only)	Measurable increase from the previous year	N/A
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measurable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

Statewide Average Change (2013-14 AYP Data)				
Group	Reading		Math	
	Percentage Points	District Goal	Percentage Points	District Goal
All Students	0.73	Same	2.38	Same
American Indian / Alaska Native	1.41	Same	5.26	Same

Asian	0.19	Same	-0.17	0
Black or African American	1.04	Same	4.04	Same
English Language Learners	0.37	Same	3.79	Same
Hispanic	1.46	Same	3.91	Same
Native Hawaiian or Other Pacific Islander	-0.98	Same	6.03	0
Special Education Students	0.46	Same	1.96	Same
Students Eligible for Free and Reduced	0.84	Same	2.94	Same
Two or More Races	-0.31	Same	1.28	0
White	0.73	Same	2.14	Same

B.9 *Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.*

The Board of Education began considering restructuring action in January 2015 when Wakonda was identified on the preliminary Bottom Five Percent Persistently Low Achieving Schools (PLAS) list. In February, the board held a special meeting to discuss its strategy and inform principal and staff of the potential pursuit of the SIG grant. The Board of Education voted on the Turnaround Model to replace the school principal for the upcoming year, and remove 50% of the teaching staff. A parent meeting was held to discuss the changes, the upcoming school year and Wakonda's Turnaround Model. Central office reviewed NeSA-Reading and Math data, school climate survey results and the current Title I School Improvement Plan with Wakonda staff to better understand student and staff needs to advance student performance. Students and parents will receive additional information during orientation in August regarding the selected interventions to be implemented throughout the school year. In addition, a series of parental meetings will be held throughout September to obtain parent feedback on the implementation of the Turnaround Model as approved in the SIG. The local newspaper (Omaha World Herald) and television station (KETV7) have provided ongoing updates to the community. The board assigned a member/representative to become more deeply involved in the planning of the Turnaround model to provide a deeper understanding of progress and challenges to Board members. A school site council and/or community-parent advisory has not been in place, but through the Turnaround model, that will become a regular part of the structure. The following personnel listed below were involved in the development of this application.

Melanie Anderson- Wakonda Physical Education teacher K-6 (Focus group participant & SIG grant contributor and SIG content reviewer)

Dr. Dwayne Chism- Executive Director of School Support at Wakonda (Led SIG initiative, conducted SIG Team meetings, facilitated focus group work, served as a communication liaison between the school, SIG Team, and superintendent, ensuring the transition of the previous and new principal, assisted HR in the development of recruitment materials, conducted SIG Parent Information sessions, and SIG content reviewer)

Robert Dickson, Executive Director, Information Management Services (Supporting the technology Implementation at Wakonda and SIG content Reviewer)

Donna Dobson-Director, Elementary Education (SIG content reviewer)

Sarah Dragon- Wakonda 1st Grade Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

Tina Forte-Director, Title I (Recommendations of allowable Title I activities congruent with SIG and SIG content Reviewer)

Dr. Janice Garnett-Assistant Superintendent, Human Resources (Conducted Transfer Process, recruited, Screened, interviewed and selected principal and teachers and SIG content reviewer)

Dr. ReNae Kehrberg- Assistant Superintendent, Curriculum, Instruction and Assessment-CIA (Recommendations for best instructional practices, SIG contributor and content reviewer)

LuAnn Jacobs-Elementary Supervisor (Currently monitors instruction at Wakonda, verified teacher needs/feedback for professional development, differentiation and SIG content reviewer)

Laila Hart- Wakonda 6th Grade Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

Miranda McAreavey- Wakonda 2nd Grade Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

Diann Moore- Wakonda Kindergarten Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

Racheal Murray- Wakonda 5th Grade Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

Chris Proulx-President, Omaha Education Association-OEA (Focus group observer, co-developer of contract Variance and SIG and content reviewer)

Scott SchmidtBonne-Director, Research (Developed SIG Criteria Matrix for selection, provided Wakonda academic and social data, conducted Wakonda Parent Survey, SIG content contributor and reviewer)

Danita Webb- Title I Compliance Restructuring Specialist (Verified current Title I Restructuring activities congruent with SIG, facilitated focus group work, served as a communication liaison between the school and SIG Team, assisted HR in the development of recruitment materials, conducted SIG Information sessions for community, and SIG content contributor and reviewer)

Anthony Vargas-School Board Member (SIG content Reviewer)

Marlene Wehrbein- Omaha Education Association-OEA Organization Specialist (Focus group observer, co-developer of contract Variance and SIG and content reviewer)

Missy Woitaszewski- Wakonda 3rd Grade Teacher (Focus group participant & SIG grant contributor and SIG content reviewer)

The following staff will be involved in supporting the implementation of the Turnaround model at Wakonda:

Dr. Dwayne Chism- The Executive Director of School Support at Wakonda will continue to support and advise the newly configured Wakonda staff as it relates to instruction as well as SIG. In addition, with the principal, Implementation Project Manager, Instructional Data and Technology, School Climate Behavior Coach and other central office staff will monitor SIG progress monthly in preparation for SchoolSTAT.

Danita Webb- Title I Compliance Restructuring Specialist will be redeployed to Wakonda to assume the Project Implementation Manager position. There will be backfill for the Title I Compliance/Restructuring Specialist.

Robert Dickson, Executive Director, Information Management Services (IMS)-Staff from IMS will continue to work closely to ensure the technology in the one-to-one initiative at Wakonda is operable. In collaboration with the Instructional Data Technology Coach, IMS staff will conduct additional inservices for staff to ensure staff is proficient in the use of the classroom technology. In addition, IMS will dedicate a technician that will be on-site once a week to support staff needs.

Donna Dobson-Director, Elementary Education will ensure that CIA Supervisors are available for to provide Multiple opportunities for staff to participate in TurnKey presentations and ask questions.

Tina Forte-Director, Title I and the Title I Compliance Team will continue to provide guidance to the Wakonda Principal as it relates to allowable expenditures, professional development activities that are aligned with SIG and assistance in revising the District School Improvement Plan congruent with both SIG and Restructuring indicators of Success.

Dr. Janice Garnett-Assistant Superintendent, Human Resources will provide feedback to the Executive Director of School Support and Principal as it relates to evaluation and teacher intervention plans (if need be).

Dr. ReNae Kehrberg- Assistant Superintendent, Curriculum, Instruction and Assessment-CIA

LuAnn Jacobs-Elementary Supervisor will support staff with literacy strategy professional develop, conducts coaching visits, provides instructional recommendations for grade level team as it relates strategies, grade level articulation, monitor Literacy Block Implementation to ensure fidelity

Scott SchmidtBonne-Director, Research Division will continue to include Wakonda in the District NWEA-MAP Pilot program with testing materials at no cost to the school. In addition, the Research Division will train the Instructional Data Technology Coach to perform the duties of the Academic Data Representative for Wakonda (rather than have two people performing this function, the Instructional Data Technology Coach will be the single point of contact for data at Wakonda.

B.10 *Describe how families and community will be meaningfully engaged on an "on-going" basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.*

It is critical that families support their child's educational experience at school. All parents have high expectations for their children and one way for children to actualize their parents expectations is to become actively involved in their education. A primary goal will be to leverage existing Title I strategies and build cohesive and effective partnerships with stakeholders to support the Turnaround Intervention Model and academic achievement. The following activities include but will not be limited to re-engaging Wakonda families and students:

- Informal "Soft-Opening" of Wakonda will be held mid-July- Families will be able to meet the new staff. Using the SmartBoard each K-6 teacher will conduct a short presentation to introduce themselves to families, highlight academic and classroom behavior expectations for the quarter, skills to be mastered as well as technology expectations;
- A Back to School Open House will be held Friday before school starts in order for parents to learn about the one-to-one program, discover the features of the Parent Portal and expand refine their use;
- By the end of First Quarter- 5th and 6th grade parents will be invited to participate in an evening lesson using their child's laptop, learn the expectations of use of the equipment and the certification prior to taking the laptop out of the building;
- By the end of Third Quarter-3rd & 4th grade parents will be invited to participate in an evening lesson conducted by their child to demonstrate to his or her parent(s): Number of reading and math skills mastered since the beginning of the year, demonstrate a practice activity using Imagine Learning with their his or her parent(s) on their designated laptop;
- By the end of Fourth Quarter- Kindergarten, 1st & 2nd grade parents will be invited to participate in an evening lesson conducted by the teacher to demonstrate differentiation his or her parent using the SmartBoard and detail "Holiday-Homework" where in order to provide more practice time with a skill, targeted 1st through second grade students will be assigned web-based interactive activities that can be done alone or with the family;
- "Goodies for Grandparents", "Muffins for Moms", "Doughnuts for Dads" and periodic family nights will be conducted in order for parents to consistently support their child's educational experience;
- A family breakfast will be held the first Friday of each month to encourage parents to visit the school;
- Wakonda will maintain a minimum of 80 percent parent participation in parent-teacher conferences;
- The school will host a "Curriculum Night" annually. Teachers will present grade level standards and display examples of grade level expectations (curriculum) to parents as well as the Enrichment/Intervention Protocol;
- Administrators will recruit a minimum of two parents to participate on the Superintendent's Advisory Committee (CAC);
- Parents will be invited to participate on the School Improvement Planning (SIP) Committee;
- Wakonda will host Title I Family Nights that include parents and students participating in academic learning activities that align with the School Improvement Plan and SIG goals; and
- School administrators/ representatives will attend Wakonda neighborhood alliance and community organization meetings.

B. 11 *Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school*

The following list comes from multiple empirical studies that have been completed by national researchers that include Dr. David Kirp, Dr. Robert Marzano, Dr. Tim Waters, and Dr. Mike Schmoker. The key elements of continuous school improvement are: 1.) A high performing principal who is an instructional leader; 2.) A high quality district wide instructional framework; 3.) An extensive professional development plan of support and coaching for teachers that is "hands on" and job embedded (on site and in the classroom); 4.) A data driven system of assessment to inform and improve instruction; 5.) An intensive high quality early childhood program for children birth to age 8 with full day classrooms for 3 and 4 year olds; 6.) A set of district defined "non-negotiable" goals or targets for achievement and instruction; 7.) A relentless focus on maintaining caring and supportive relationships with students; 8.) A curriculum that is challenging (rigorous), consistent from school to school (viable), with standards integrated from grade to grade (articulated); 9.) A program for English Language Learners to become fluent in their native language and then in English (Dual Language); and 10.) A governing body that prioritizes resources to impact student achievement. The SIG grant request at Wakonda and instructional practices parallel the following evidence-based strategies:

IMPLEMENTATION OF CURRICULUM & INSTRUCTIONAL FRAMEWORK WITH FIDELITY

Omaha Public Schools Instructional framework (Gradual Release of Instruction, Consistent Procedures and Routines and Literacy and Numeracy Strategies Across Content Areas) is predicated on the tenets of Thomas Guskey and Mastery Learning. In addition, the OPS Academic Action Plan of Best Instructional Practices provides teachers with over 300+ strategies that are described and the effect on student learning and achievement is detailed by over 100+ researchers. The Wakonda Leadership Team, along with Curriculum, Instruction and Assessment (CIA), will conduct coaching visits to collect information/data on the instructional strategies used to implement the curriculum. Initial data will be used to identify best practices and to inform the development of individualized teacher professional development plans. Ongoing data collection will be reviewed with Curriculum, Instruction and Assessment (CIA), principals, and teachers to ensure fidelity of curriculum implementation. In Years 1 through 3, the principal (and other school leaders) will continue to observe the classroom instruction of each core curriculum teacher, and provide feedback to strengthen each teacher's practice. In Year 1, Wakonda will establish and use model classrooms (e.g., organized for learning and instruction with flexible grouping; print rich associated with content, posted goals, objectives and rubrics, student portfolio, clearly visible easy to understand student data) as a key job-embedded professional development activity to raise implementation fidelity levels. Starting in Year 1, the principal will use classroom observation data to identify expert teachers to model instruction in other teachers' classrooms. In Years 2 and 3, these teachers will implement model classrooms that will serve an essential delivery method for job embedded professional development, and increase the internal capacity of the school at the same time. Teachers will have peer critical friends to observe, review and suggest strategies to help them identify skills necessary for teaching best practices. In all years of the grant, the principal (and other school leaders) will continue to formally observe the classroom instruction of each core curriculum teacher a minimum of bi-weekly with identified at-risk teachers being observed on a weekly basis with formative feedback being provided within 48 hours of the observation. At-risk teachers will be identified as any staff whose students fail to demonstrate progressive growth on benchmark assessments and/or observation data indicates that there is a lack of rigor and differentiation, effective curriculum implementation with fidelity and use of the curriculum pacing guide. Performance Improvement Plans will be created for identified at-risk teachers and weekly status update meetings will be conducted by the principal with identified staff to determine progress toward elements within the action plan. Model classrooms increase the internal capacity of the school and are sustainable beyond the SIG grant.

UTILIZING DATA-DRIVEN DECISION MAKING TO INFORM DIFFERENTIATED INSTRUCTION

OPS professional development for instruction is dependent upon coaching for teachers that is "hands on" and job embedded (on site and in the classroom). The frequency of coaching assists teachers in implementing the Balanced Literacy Model and Kindergarten through Grade 6 Literacy Block in a consistent manner that allows every student to receive instruction in literacy through differentiation rather than an emphasis on remediation. Wakonda teachers will be provided on-going training and modeling by the Instructional Data & Technology Coach to make instructional decisions based on relevant data. Summer professional development relative to data analysis and identification/use of effective, differentiated instructional strategies instruction, infusion of technology, and time and classroom management strategies. Required quarterly professional development sessions will be conducted during the school year, common plan time as well as after school and Saturday Institutes will be offered on a voluntary basis for all staff except identified at risk staff for whom it will be mandatory. Teachers will employ demonstrated best instructional practices, intervention processes detailed in the Multi-Tiered System of Support for Behavior (MTSS-B) model, one-on-one instruction, adjust assignments, and provide multiple opportunities for students to demonstrate mastery of content. Teachers will utilize formative assessment and lesson embedded question strategies to assess student mastery on a daily basis. Teachers will be able to differentiate instruction using multiple strategies in the OPS Action Plan based on formative assessment data, as they learn from the Data & Technology Coach and all content area supervisors in Year 1. Small group instruction will be evident daily in Year 1. In Years 2 and 3, teachers will continue to receive coaching on developing lessons and assignments that incorporate multiple differentiated learning strategies. Classroom observations and review of class assignments and student work will be used to assess implementation progress. Each grade-level will use Map and/or Acuity benchmark assessments and progress reports to monitor student achievement outcomes a minimum of every four weeks.

SCHOOL LEARNING ENVIRONMENT DOMAIN

Wakonda is a District Pilot for Measures of Academic Progress® (MAP®) and also uses the Acuity Benchmark Assessments and informal, 'mini assessments' such as questioning and anecdotal assessments to collect formative assessment data. Knowledge of this data will equip teachers and school leaders with the assessment data to analyze student performance. Customized instructional interventions based on this data will be continuously used to monitor student progress towards proficiency as well as informing instruction. The Data Technology Instructional Coach, content area coaches, and various external professional development providers (Kathy Kennedy, Kagan, etc.) will offer

mandatory, job-embedded professional development throughout the school year in formats such as weekly grade-level meetings using common planning time, monthly cross-grade meetings using common planning periods, and quarterly small group sessions occurring after school. Weekly job-embedded professional development will include (but not be limited to): observations of demonstration classrooms; analysis of test data to modify instruction; cross-curricular activities/thematic unit planning; examination of student work and discussion of student progress; attendance and behavioral issues that affect instruction; and communications with parents. All grade/team meetings will use the Professional Learning Communities format and processes.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements including baseline data for the year prior to SIG implementation.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, school wide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Complete the table below using 2013-14 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants (Using 2013-14 Data)	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA)	5.20%
(2) Graduation rate (AYP graduation rate for high schools only)	N/A
(3) College enrollment rate (high schools only)	N/A
Leading Indicators	
(4) Number of minutes within the school year	65,246 (Elem)
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	N/A
(6) Dropout rate (total for high schools only)	N/A
(7) Student attendance rate	96.00%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	91
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

(a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Wakonda serves a large population of students who demonstrate economic disadvantage by participation in the National School Lunch Program. In 2013-2014 the total number of students at Wakonda in Pre-K -6 was 352 students. Of those students, 90.9% qualified for free or reduced lunch. The number of students qualifying for free or reduced lunch has remained consistently in the 90th percent range from 2010-2011 to the present. In 2012-2013 Wakonda served 305 students. In 2013-2014 Wakonda's population increased to 352, an increase of 47 students (13.3%). Wakonda's student population was significantly impacted by an increase in Early Childhood (Pre-K, Head-Start, and ECSE) in 2013-2014. The Early Childhood/Pre-School population in 2012-2013 was 65 students. In 2013-2014 the Early Childhood/Pre-K population was 100 students, an increase of 35 students. The current enrollment in 2014-2015 is 352 students. Of that population, 84 students (24%) are represented in Early Childhood/Pre-K program.

**Wakonda Elementary
School Characteristics 2012-13**

Characteristic	District	School
Enrollment	48,013	305
Free/Reduced Lunch %	73.1%	93.1%
English Language Learner %	12.5%	2.3%
Special Education %	16.6%	22.3%
Refugee Student %	3.3%	0.4%
Mobility Rate %	17.2%	25.6%
Attendance Rate %	94.2%	94.4%

**Wakonda Elementary School
School Characteristics 2013-14**

Characteristic	District	School
Enrollment	51,070	352
Free/Reduced Lunch %	73.6%	90.9%
English Language Learner %	13.7%	4.4%
Special Education %	17.2%	20.7%
Refugee %	3.8%	0.8%
Mobility Rate % (12-13)	17.1%	23.4%
Attendance Rate %	93.8%	95.0%

Source: Wakonda Data Book 2012-2013 & 2013-2014

Adequate Yearly Progress (AYP) requires all schools measure the progress of students compared to the established State Reading, Mathematics and Other Academic Indicator goals (Writing in grades 4 & 8 and graduation rates for high schools). As illustrated in the chart below, Wakonda Elementary School did not make AYP in both academic years 2012-13 and 2013-14. As a result, the inability to make Adequate Yearly Progress for two consecutive years placed Wakonda in "Needs Improvement" status for the years 2012-13 and 2013-14.

Wakonda 2013-14 Federal Accountability (AYP)	
Federal Accountability (AYP) 2012-13:	Not Met
Federal Accountability (AYP) 2013-14:	Not Met
Reading	Not Met
Math	Not Met
Other Indicators	Met
Wakonda AYP Status for Consecutive Years of Progress	
2012-13	Needs Improvement
2013-14	Needs Improvement
Source: Nebraska Department of Education 2013-14 State of the Schools Report: Federal Accountability	

In the content area of Reading, all Wakonda students met AYP with Safe Harbor in years 2012-13 and 2013-14. In the chart below, the subgroups of African American students and students that were eligible for free or reduced lunch also met AYP with Safe Harbor. However, Special Education students did not make Adequate Yearly Progress in either academic year. Due to the minimal numbers of additional subgroups, specific data was masked to protect the identity of students.

Wakonda Student Performance in Reading					
Student Group	2012-13		2013-14		
	Performance	Participation	Performance	Safe Harbor	Participation
All Students	Met	Met	Met	Yes	Met 100%
Hispanic	~	~	*		*
American Indian/Alaska Native	*	*	*		*
Asian	*	*	*		*
Black or African American	Met	Met	Met	Yes	Met 100%
Native Hawaiian or Other Pacific Islander	*	*	*		*
White	~	~	~		~
Two or More Races	*	*	*		*
Students eligible for free and reduced lunch	Met	Met	Met	Yes	Met 100%
Special Education Students	Not Met	Met	Not Met		Met 100%
English Language Learners	*	*	*		*
Source: Nebraska Department of Education 2013-14 State of the Schools Report: Federal Accountability					
~ To be included for AYP determinations, a group must have at least 30 students.					
* Data has been masked to protect the identity of students using one of the following criteria: 1.) Fewer than 10 students were reported in a group/Fewer than 5 students were reported at a performance level; and 2.) All students were reported in a single group or performance category.					

In the content area of Mathematics, depicted on the chart on the following page, all Wakonda students did not meet AYP in 2012-13. In the subsequent year (2013-14) all Wakonda students made AYP in mathematics with Safe Harbor. The subgroup of African American students made AYP in mathematics both academic years. Students that were eligible for free or reduced lunch did not make AYP in 2012-13, but made AYP the next year with Safe Harbor. However, Special Education students did not make Adequate Yearly Progress in mathematics either academic year.

Wakonda Student Performance in Mathematics					
Student Group	2012-13		2013-14		Participation
	Performance	Participation	Performance	Safe Harbor	
All Students	<i>Not Met</i>	<i>Met</i>	<i>Met</i>	Yes	<i>Met 100%</i>
Hispanic	~	~	*		*
American Indian/Alaska Native	*	*	*		*
Asian	*	*	*		*
Black or African American	<i>Met</i>	<i>Met</i>	<i>Met</i>	Yes	<i>Met 100%</i>
Native Hawaiian or Other Pacific Islander	*	*	*		*
White	~	~	~		~
Two or More Races	*	*	*		*
Students eligible for free and reduced lunch	<i>Not Met</i>	<i>Met</i>	<i>Met</i>	Yes	<i>Met 100%</i>
Special Education Students	<i>Not Met</i>	<i>Met</i>	<i>Not Met</i>		<i>Met 100%</i>
English Language Learners	*	*	*		~
Source: Nebraska Department of Education 2013-14 State of the Schools Report: Federal Accountability					
~ To be included for AYP determinations, a group must have at least 30 students.					
* Data has been masked to protect the identity of students using one of the following criteria: 1.) Fewer than 10 students were reported in a group/Fewer than 5 students were reported at a performance level; and 2.) All students were reported in a single group or performance category.					

A review of the district data from 2013-14 State of the Schools Report illustrates that Wakonda Elementary School's Reading scores for All Students have shown some meaningful increase (from 37% proficient in 2009-10 to 38% proficient in 2013-14). However, in analyzing the data by grade level, both 3rd grade (from 38% proficient in 2012-13 to 35% proficient in 2013-14) and grade 5th grade stand out as an area of focus (from 40% proficient in 2012-13 to 32% proficient in 2013-14). All grade level scale scores are approximately 20 to 30 percent below the state and district.

Nebraska State Accountability (NeSA) Reading All Students Percent Proficient	
	All Grades
2009-2010	37%
2010-2011	34%
2011-2012	30%
2012-2013	35%
2013-2014	38%
Source: Nebraska Department of Education 2013-14 State of the Schools Report	

Nebraska State Accountability (NeSA) Reading Percent Proficient By Grade				
Academic Year	Grade 3	Grade 4	Grade 5	Grade 6
2009-2010	34%	41%	33%	39%
2010-2011	31%	33%	28%	46%
2011-2012	*	34%	*	61%
2012-2013	38%	23%	40%	38%
2013-2014	35%	39%	32%	44%
Source: Nebraska Department of Education 2013-14 State of the Schools Report				

Nebraska State Accountability (NeSA) Reading Average Scale Scores: Range 0-200					
Level	Academic Year	Grade 3	Grade 4	Grade 5	Grade 6
State	2009-2010	101.01	103.84	101.8	101.38
State	2010-2011	104.41	109.01	107.65	108.81
State	2011-2012	108.66	111.62	114.26	112.59
State	2012-2013	111.04	114.70	118.10	115.06
State	2013-2014	113.67	118.88	120.77	118.80
District	2009-2010	89.72	89.19	85.92	89.38
District	2010-2011	94.01	94.71	93.89	100.16
District	2011-2012	98.42	99.46	103.41	103.95
District	2012-2013	97.81	100.63	103.60	103.83
District	2013-2014	103.77	102.92	104.47	107.62
School	2009-2010	64.56	65.10	64.70	72.82
School	2010-2011	75.91	67.53	60.48	71.92
School	2011-2012	66.67	75.16	53.28	96.09
School	2012-2013	78.33	57.43	75.83	73.76
School	2013-2014	79.40	81.73	70.14	86.26
Source: Nebraska Department of Education 2013-14 State of the Schools Report					

NeSA-Mathematics scores for All Students have shown a significant 15 percent increase (from 22% proficient in 2009-10 to 37% proficient in 2013-14). However, 3rd grade encountered a 3 percent decrease (from 36% proficient in 2012-13 to 33% proficient in 2013-14) 6th grade scored 26% proficient in 2013-14). All grade level scale scores are approximately 20 to 30 percent below the state and district.

Nebraska State Accountability (NeSA) Mathematics All Students Percent Proficient	
	All Grades
2010-2011	22%
2011-2012	23%
2012-2013	23%
2013-2014	37%
Source: Nebraska Department of Education 2013-14 State of the Schools Report	

Nebraska State Accountability (NeSA) Mathematics Percent Proficient By Grade				
Academic Year	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	17%	35%	20%	*
2011-2012	*	25%	33%	30%
2012-2013	36%	*	21%	*
2013-2014	33%	42%	52%	26%
Source: Nebraska Department of Education 2013-14 State of the Schools Report				

Nebraska State Accountability (NeSA) Mathematics Average Scale Scores: Range 0-200					
Level	Academic Year	Grade 3	Grade 4	Grade 5	Grade 6
State	2010-2011	103.49	102.64	102.67	100.35
State	2011-2012	107.84	106.36	108.48	106.09
State	2012-2013	110.06	108.63	108.93	106.35
State	2013-2014	111.81	112.49	111.52	108.50
District	2010-2011	90.87	86.54	85.71	84.40
District	2011-2012	96.28	91.68	95.36	93.31
District	2012-2013	96.01	93.08	92.50	89.36
District	2013-2014	100.32	96.09	97.04	95.86
School	2010-2011	58.86	75.17	61.08	58.92
School	2011-2012	57.37	73.38	63.33	79.52
School	2012-2013	74.10	63.83	76.29	61.43
School	2013-2014	73.40	84.76	75.13	76.56
Source: Nebraska Department of Education 2013-14 State of the Schools Report					

The School Improvement Grant (SIG) team members have identified the following areas of need, the selected activities from the Turnaround model that will address the needs and how the activities will help Wakonda meet the identified needs.

Identified Need	Turnaround Model Activity	Turnaround Alignment
A Common plan time among grade levels to collaborate <i>Currently, grade level staff do not have the same planning period Time to talk (PLC): Multi-Tiered Systems of Support, Cross-classroom differentiation, Grade-level team, Collaboration, Vertical planning, etc.</i>	Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	<i>Adding an additional 30 minutes twice a week to the teacher's workday to include a common plan time and ensure staff is compensated through a contract variance.</i>
Teachers need real-time access to data in the classroom to inform instruction and differentiation <i>All staff do not have immediate access to data sources to inform instruction and differentiation—and need to look at data in a timely way</i>	Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<i>Adding an Instructional Data-Tech Coach to coach small groups of teachers and/grade level meeting in analyzing data and using data to differentiate instruction, conduct professional development on the disaggregation and use of data to inform instruction for tier 2 and tier 3 students.</i>
Teachers need additional time to implement school-wide intervention/enrichment block <i>Staff expressed challenges with behavior and currently no school-wide Intervention/enrichment block for</i>	Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	<i>Adding an Instructional Climate and Behavioral Coach to model and assist staff with positive behavior supports, leverage ancillary support services, conduct Student Assistant Team (SAT) meetings and work with staff to develop a school-wide academic and behavior intervention protocol</i>

<p><i>staff to re-teach skills and behavior. No place for parents to come to learn how to support their children's instructional success and/or access Parent Portal</i></p>		<p>Work with Curriculum, Instruction and Assessment to develop an Master schedule to include a school-wide intervention/enrichment block</p>
<p>Teachers need frequent and consistent assistance meeting the instructional needs of all students in the classroom and to implement the District Instructional Framework with fidelity and utilize best instructional practices in the OPS Academic Action Plan</p> <p><i>Teachers reported the need for deeper explanations, more frequent touch points, timeliness of PD administered and opportunities for feedback</i></p> <p>Teachers need job-embedded instruction and technology professional development to advance student performance</p> <p><i>Staff expressed the need for technology (Examples: Projectors mounted, Student access to laptops even if just for typing, instructional software to enhance differentiation—Imagine Learning, Raz Kids, Study Island Functional hardware, Acuity training).</i></p> <p><i>Expand training techniques to include methods that demonstrate what is expected ("show me don't tell me".....including coaching).</i></p> <p><i>Staff specifically listed the following missing professional development topics that would assist instruction (teacher leadership, how to read data, Response to Intervention-RTI, Professional Learning Communities PLCs)</i></p>	<p>Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>The <i>Instructional Data-Tech Coach</i> will provide one on one or small group coaching in the classroom with teachers to provide guidance/ feedback to individual teachers, training and other resources as needed to more effectively support students who are at the most risk of academic failure and model best practices that support the district instructional framework.</p> <p>The <i>Instructional Data-Tech Coach</i> will co-facilitate meetings of Professional Learning Communities (PLC's) with the Title I Office to create Model Classrooms and peer-observation.</p> <p><i>The addition of an Instructional Data-Tech Coach</i> to work collaboratively with individual teachers or groups of teachers to integrate technology into instruction, model effective instructional strategies using technology, Develop a 3-Year Laptop Roll-Out Program for students (certifying different levels of use & Gradual Release), Work with Information Management Services to develop a Parent/Student One-to-One Handbook sessions to demonstrate acceptable use of the computer will support staff in executing timely and responsive instruction informed by data. The integration of kinesthetic technology in the classroom (e.g. interactive white boards and student response systems) will engage students and provide focus on new content and make connections between what they already know and are going to learn.</p>

TECHNOLOGY AS A MEANS OF PERSONALIZING INSTRUCTION, NOT INSTRUCTION ITSELF

Technology is inextricably tied to everyone's current reality. It influences how: individuals access bank accounts, children play, families shop, teens socialize and most importantly—the manner in which students learn. Effective technology integration is achieved when the use of technology is routine and when technology supports curricular goals. An example of one-to-one technology implementation is the Michigan "Freedom to Learn: Michigan Students Unplugged" (2005) and "Michigan Freedom to Learn Program" (2007), found that schools across the state were showing higher student engagement, fewer suspensions and discipline problems and in some places, significant increases in math and science scores as a result of the programs. The OPS Action Plan provides descriptive examples of methods to integrate technology into instruction and its impact on student learning (p.33-36) Technology can change the way teachers currently deliver instruction, offering teachers effective ways to reach different types of learners and assess student understanding through multiple means. The one-to-one implementation at Wakonda is two-fold: (1.) To support teachers in making timely decisions about executing instruction and to expand the capacity to differentiate instruction to reach students with the greatest academic need, and (2.) Integration of technology will allow teachers to remediate and enrich lessons by using interactive educational software that allows students to work on their level and close the gap and/or enrich their learning while the class is working in centers. The addition of an Instructional Data-Tech Coach will support teachers to effectively integrate technology into subject areas, help teachers expand their roles

to advisors and content experts to guide student learning in the classroom. The Instructional Data-Tech Coach will provide ongoing, job-embedded professional development, coaching and modeling to Wakonda teachers throughout the year. This position will provide additional support to ensure the strategies are used effectively in the classroom.

Hardware will be phased in over a period of four years. Year One, instructional staff and grades 3,4 and 65% of prekindergarten will receive the newest technology for classroom use. Pre-Kindergarten will receive laptops for classroom use that will be less intensive and more guided by kinesthetic technology strategies in the OPS Academic Action Plan and the use of the student response feature on the laptop to check for understanding frequently during instruction Year Two, the remaining 35% of prekindergarten will receive technology training. Intermediate grades 5, 6 and will receive training as well as Kajeet MiFi as they will have the most use in preparation for middle school. Year Three, Kindergarten through second grade and grades will receive laptops for classroom use. .

The professional development for integrating technology into classrooms will take place in the following phases:

YR 1: PHASE I- Assessment & Diagnosing Areas of Instruction (Instructional Staff)

Teachers will receive Microsoft Surface laptops pre-loaded with access to: Wakonda Data Book, Academic Dashboard, Acuity and Measures of Academic Progress (MAP) to participate in a 2-Day Data Retreat facilitated by the Instructional Data Coach and Instructional Technology Coach that will include:

Day 1- Instructional Data Tech Coach in collaboration with the District Research Division will emphasize:

- MAP Baseline from November to identify skills and concepts grade levels know and what are the needs to continue growth;
- How to Understand MAP Data and Reports
- Classroom and Individual Student Goal Setting
- How to Plan Lessons Based on RIT (Rasch UNIT) Band Skills
- MAP Comparative Data-Movement by Percentage or Who Moved into the Average Range
- MAP Normative Data
- How to Administer Practice Tests
- Development of a Grade Level Lesson Bank Based on RIT Bands

Day 2- Students in grades Prekindergarten, 3rd and 4th receive laptops first. Therefore, the Instructional Data Tech Coach will emphasize:

1. Developing lesson plans to integrate interactive whiteboards and student response systems into curriculum informed by data

2. How to Integrate Microsoft Homeroom into Classroom Instruction

Teachers will post RIT Band lessons, ancillary links, and independent corrective/enrichment activities for students to complete after modeled, shared and guided segments of the lesson. Students will access the secure portal, complete the activities (e.g. Raz Kids, Study Island, Imagine Learning) and post/exit test and send to the teacher.

The Instructional Data Tech Coach will emphasize for Pre-kindergarten Teachers:

1. How to Integrate Kinesthetic Technology into Pre-Kindergarten Classroom Six Step Vocabulary

2. The use of existing Smart Board kinesthetic strategies as well as student response systems to frequently check for understanding during instruction

3. Developing lesson plans to integrate interactive whiteboards and student response systems to foster a “word-conscious” learning environment to advance the continuous exposure, practice and acquisition of vocabulary.

YR 2: PHASE 2-Wireless Technology and MiFi is integrated into 5th and 6th grade classroom as well as extension/enrichment activities.

The Instructional Data Tech Coach will emphasize:

1. Developing lesson plans into curriculum informed by data to integrate wireless technology into classroom instruction and beyond (at home) to facilitate more open-ended, higher-order thinking extension/enrichment activities.

2. How to Integrate Microsoft Homeroom into classroom instruction.

- Teachers will post RIT Band lessons, ancillary links, and independent corrective/enrichment activities for students to complete after modeled, shared and guided segments of the lesson. Students will access the secure portal, complete the activities (e.g. Raz Kids, Study Island, Imagine Learning) and post/exit test and send to the teacher. Teacher. will learn how to instruct students in the use of the Early Warning Dashboard to monitor their individual approximation towards academic and social emotional goals to ensure personalized learning.

YR 3: PHASE 3- How to Integrate Kinesthetic Technology Strategies into Classroom Instruction (Kindergarten 1st, and 2nd Grade Teachers).

The Instructional Data Tech Coach will emphasize:

1. The use of laptops as student response systems to frequently check for understanding during instruction
2. Developing lesson plans to integrate existing interactive whiteboards and student response systems into curriculum informed by data to promote independent practice of authentic literacy tasks

- (b) *Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?*

The table below identifies current programs and services available to support academic achievement for students not meeting state standards and details how the selected model will enhance and expand programs/services.

Current Programs & Services	Turnaround Model Alignment
Strategic Tutoring provides for strategy instruction. Students learn strategies that they can apply to solve problems independently. Strategic Tutoring currently serves 77 students that are at risk of not meeting state standards	<i>Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)</i> An extended school day and extra-pay for certificated staff would provide for additional students to be served consistently during the day, by staff with whom students are familiar rather than available subs/after school staff
Currently, General Fund pays for a 4-week Summer School for students at risk for regression in reading and math and Title I supplements additional teachers (due to the large number of students that meet the aforementioned criteria).	<i>Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance).</i> The One-to-One initiative will provide increase learning and practice time for students
Adopt-A-School Partners: Alegent Health, Community Counseling Program provide services to a limited amount of students. The wait-list for students that could benefit from services is cost-prohibitive. Positive Action Center: The existing PAC Facilitator works individually with students in a pull-out method. The paraprofessional's job duties will change to a Family Room Liaison to establish a resource room for parents to access materials to assist parent in becoming more involved in their children's academic success and the utilizing Parent Portal. In addition, the Family Room Liaison will become trained in the Family Leadership Institute Program and ultimately conduct sessions in tandem with Title I Parent Involvement staff.	<i>Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students</i> The need for an Instructional School Climate Behavioral Coach to model and assist staff with positive behavior supports, development of a school-wide academic and behavior intervention protocol leverage ancillary support services, conduct Student Assistant Team (SAT) meetings is based on the 16 percent or 41 students suspended in 2013-14.
Programs & Strategies to Support Academic Achievement: <i>Guided Reading</i> implemented with fidelity with support from the Literacy Coach <i>Six Step Phonics Instruction</i> implemented with fidelity to build and enhance vocabulary and semantic comprehension Benchmark evidence used to refine Guided Reading groupings and strategies. Running Records, taken frequently, to support groupings and scaffolding of at-risk students. This formative assessment piece can be used to form dynamic groups of students and to inform instruction. Readers' Workshop includes dynamic Centers designed to allow students to engage in cross-curricular activities, especially science and social studies. Cross-curricular activities support text or theme while other students are engaged in guided reading group instruction. (Gradual Release-Independent Practice)	<i>Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</i> The Instructional Data Tech Coach will provide one on one or small group coaching in the classroom with teachers to provide guidance/ feedback to individual teachers, training and other resources as needed to more effectively support students who are at the most risk of academic failure and model best practices that support the district instructional framework will be the base of the coaching work. In addition, coaching visits ensure that programs (i.e. Literacy Block) are implemented with fidelity.

Teachers make use of the Guided Reading libraries to enrich instruction including expository text experiences. Accessible Math/Go MATH!	
Title I School Improvement Plan Annual Staff Review: Staff reviews Fountas & Pinnell Benchmark Assessments, NWEA/MAP Testing to determine learning and growth goals for the year. Teachers currently meet as a 3-6 staff to disaggregate Acuity Data, especially Indicator evidence, write Action Plans and to make instructional decisions that will positively impacted student achievement.	Requirement (vii):Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students Instructional Data Tech Coach will coach small groups of teachers and/grade level meeting in analyzing data and using data to differentiate instruction, update Data Wall activities, conduct professional development on the disaggregation and use of data to inform instruction for tier 2 and tier 3 students
Professional Development in the following areas is conducted throughout the year: Classroom Management/Procedures & Routines Kagan Engagement Strategies Response To Intervention Kathy Kennedy-coaching and descriptive feedback Writing to Learn, Reading Strategies Guided Reading Six-Step Vocabulary Refresher Go Math Consistent Procedures and Routines.	Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies Instructional Data Tech Coach will work collaboratively with individual teachers or groups of teachers to integrate technology (Smart-Board, and Microsoft Surface) into instruction, model effective instructional strategies using technology Instructional Climate Behavioral Coach will model and assist staff with positive behavior supports, development of a school-wide academic and behavior intervention protocol

(c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

There are 60 staff currently assigned to Wakonda Elementary School of which 31 certificated staff. The average age of staff is 40 years. The average years within OPS seven. There are 31 females and one male. Current levels of education are as follows: BA-(12); BA+18-(3); MA+30-(3). The ability for a teacher to implement an instructional plan, know the appropriate resources and strategies to use greatly impacts the student learning taking place in the classroom. Of the 31 teachers, 9 or 29 percent have five years or less experience in Omaha Public Schools.

Due to the complexity of teaching, nearly one-third of teachers will leave the profession within three years and 50% will leave within five years. Teachers are challenged with mastering classroom management, delivering instruction, knowing the curriculum, state standards, learning the school culture, enforcing behavior expectations, and establishing relationships with parents. The combination can be overwhelming for veterans as well as novice staff members. Professional development that occurs in the context of the classroom, where staff can immediately apply what he or she has learned and where feedback is consistently provided can serve as a mechanism to increase the likelihood of retaining qualified and competent staff. The ability for staff to implement an instructional plan, know the appropriate resources and strategies to use substantially impacts the student learning that will take place in the classroom. Good instruction is not an accident, but rather the result of study and practice. Providing professional development responsive to staff needs and student performance is a critical method of supporting student learning.

While Curriculum, Instruction and Assessment prescribes and provides Turn-key training for specific hi-yield strategies, few teachers at Wakonda indicate the capacity to conduct two or more differentiation strategies adeptly. In fact, teachers suggested the need for deeper explanation and more frequent follow-up to model the strategy and provide them with in-course feedback. Professional development that is significant, on-going, provides time for teachers to learn the strategy and grapple with the implementation with individual feedback about approximations toward mastery

have the greatest impact on teacher practice and in turn, student learning. Use of an Instructional Data Tech Coach to build instructional capacity in staff through consistent professional development sessions that includes time to practice the application of the skill in class and receiving guidance/feedback and *aligns with the Turnaround requirement to "provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies"*.

d) *Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?*

In 2014 McREL International conducted a curriculum audit in the areas of math, reading and science. The purpose of the audit was to determine the extent the curriculum was aligned with Nebraska State Content Standards. When instruction that is aligned to standards is implemented in classrooms, students are able to perform at higher levels of proficiency on assessments. Analysis of student performance data can then be a useful tool to provide direction when staff needs to introduce changes in curricular emphasis and establish connections across grades and content areas. The results for reading and math were:

Reading-It was determined that the reading curriculum aligns with Nebraska State Standards, pacing guides and supplemental book lists provide depth and diversity and there were ample supports to help teachers implement units.

- **Vertical Alignment**
 - o General increase of text difficulty with grades;
 - o Differentiates content between grades 20% beyond state standards
- **Gaps**
 - o All Kdg-2 addressed; very few at 3-6 not addressed
- **Overlaps**
 - o Dozen text titles appear in more than one grade, especially grades 2 & 3;
- **Level of Rigor (readability scores)**
 - o Elementary texts on par with traditional measures

Mathematics-There were very few issues related to the criteria and pacing guides provided useful information.

- **Vertical Alignment**
 - o 2% might be better aligned
- **Gaps**
 - o K-12 98% of the standards appear in the curriculum (of 364)
- **Overlaps**
 - o None
- **Level of Rigor**
 - o 100% equivalent to expectations in state accountability guidelines

ASSESSMENT

The teacher provides feedback to students through formative and summative assessments. The teacher gives descriptive feedback in a culturally appropriate manner that provides support to students and challenges students in a positive way. Checks for understanding are on-going during the learning cycle and guide instruction. Assessments are aligned to the objective/standard. Pages 31 and 32 of the OPS Academic Action Plan detail the following use of formative assessments to inform instruction.

Teaching Strategy	Description
Acuity Data	The Acuity assessments and instructional resources which are aligned to the Nebraska content standards curriculum indicators are designed to help inform the teaching/learning process and prepare for the NeSA tests. Teachers use the Acuity results to inform and improve their lesson plans and instruction based upon student learning needs.
Measures of Academic Progress® (MAP®)	MAP is a computer adaptive skills assessment that adapts in difficulty as the test progresses to present content within the student's zone of proximal development (ZPD). MAP (as well as Acuity) is also used as a predictor of the NeSA-Reading Test.
Descriptive Feedback	Effective descriptive feedback focuses on characteristics of the work the student has done and on what the student has done well and gives specific descriptive feedback to guide how to improve (Brookhart,

	2008). Feedback must be frequent, timely, specific and focused on the learning goal. Schmoker, Hattie and Reeves all cite descriptive feedback as one of the highest yield strategies a teacher can use to increase student achievement.
Rubrics	Teachers use rubrics to help guide students to the desired performance level. Rubrics help define a standard and provide a clearer picture of levels of performance. Rubrics are teacher created for classroom assignments.
Informal Checks for Understanding	During instruction, teachers provide formative practice assessment that includes informal checks for understanding to fine-tune day-to-day instruction, to revisit/ remediate areas of misconception, and give students tools for practice. (Brookhart, 2009) Checks for understanding are often used during shared and guided and often are not graded when the student is learning new information.
Performance Based Assessment	Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. (Hibbard, 1996)
Curriculum Based Assessments (CBAs)	Assessments are linked to the curriculum and instruction. Assessments demonstrate student understanding and progress in the curriculum.

DIFFERENTIATION

Instruction is differentiated appropriately so that all students can be successful. Learning activities are structured so that all students can meet the lesson objective even though students are at different readiness levels. Differentiation is evident in the content (When teachers differentiate content, they may adapt what they want the students to learn or how the students will gain access to the knowledge, understanding and skills. (Anderson, 2007), process (Differentiating by process refers to how a student comes to understand and assimilate facts, concepts and skills. Anderson, 2007), and products (When an educator differentiates by product or performance, they are affording students various ways of demonstrating what they have learned from the lesson or unit (Anderson, 2007; Nunley, 2006). Co-teacher and/or paraprofessional are actively engaged in the differentiation of instruction. Pages 29 and 30 of the OPS Academic Action Plan detail the following use of differentiation to increase the likelihood of advancing student performance:

Teaching Strategy	Description
Stations (process, content)	Teachers divide the class into two-three groups of students based on ability level. One station is an independent station where students work silently reading and completing graphic organizers, another station might be an Acuity station for informational resources and the third station could be a "coach's corner" with the teacher providing direct instruction and feedback based on learners needs
Leveled Books and Texts (content)	<ul style="list-style-type: none"> Teachers provide resources at a variety of reading levels that provide students with information about the skill or concept being studied. Assign reading material to students based on skill level, or allow them to choose the text they are most interested in Place students in small groups with other students reading the same material
Varied Resources/ Supplemental Materials (content)	Teachers provide resource and/or supplemental materials at varied levels of readability and readiness to meet above and below instructional grade level needs. Teachers can provide materials in the primary language of second language learners. Students can listen to an audio version of textbook and/or supplementary materials.
Tiered Lessons (process, product)	A tiered lesson might include three-four different activities of different levels of complexity and difficulty, but with a common goal or end result. For example, different groups of students may be working on science experiments of different levels of difficulty, but all with the purpose of learning about the food chain. Students may work in small groups with others at the same level for a particular lesson or throughout a particular unit.
Leveled Assignments and Assessments (product)	A teacher uses leveled assignments to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. All levels of Blooms Taxonomy are included in assignments and assessments.
Student Choice (content, process, product)	Students can be offered choices content, process, and product. For example, students could choose which book to read for literature circles (content). Students could choose to work in pairs, small groups, or individually (process). Students could choose how to demonstrate their learning from an open-ended list of final product options.
Scaffolding (process, product)	Scaffolding occurs when the student is not yet ready to work independently on a skill or to learn new information. Immediate support is given to students at the point of instruction to help them achieve independent learning. The amount of scaffolding is dependent on the needs of the student; it changes constantly as students work through learning. Support is given to students and then gradually removed when they begin to understand and perform the skills required.
Guided Reading/Math (process)	Guided Reading/Math is small-group instruction designed to provide differentiated teaching that supports students in developing proficiency. Guided Reading/Math sessions involve a teacher and a small

	group, ideally of two to four children although groups of five or six are not uncommon. While guided reading takes place with one group of children, the remaining children are engaged in quality independent or group literacy/numeracy tasks, with the aim of allowing the teacher to focus on the small group without interruption.
Flexible Grouping (process)	Flexible grouping is grouping that is not static, where members of a particular group change frequently. For example, students may work with a partner, in a small cooperative or teacher-led group, or with the whole class.
Co-teaching (content, process, product)	In co-teaching, two teachers of equivalent professional status, most often a classroom teacher and a special education teacher, share instructional responsibility for a diverse group of students (Friend, 2007). Co-teaching can take a variety of forms including: One teaches-one assists; Station teaching; Parallel teaching; Alternative teaching; Team teaching.

Staff has expressed the desire for responsive, on-going, classroom-embedded training in which the Instructional Data Tech Coach, School Climate Behavior Coaches will provide the following to strengthen instruction at Wakonda: The Instructional Data Tech Coach will assist staff analyzing and disaggregating data and use it to differentiate instruction. In addition, the Instructional Data Coach will model and provide feedback about the best classroom practices/differentiation strategies that support the district instructional framework. Also, the Instructional Data Tech Coach will work collaboratively with individual teachers or groups of teachers to access data to inform instruction, integrate technology and instructional software (Smart-Board, and Microsoft Surface & Microsoft Homeroom) and model effective instructional strategies in classrooms using technology. *The aforementioned support to staff aligns with the Turnaround requirement to "promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students"*.

The School Climate Behavior Coach will assist staff in developing a school-wide academic and behavior intervention protocol, model positive behavior strategies and classroom management. In addition, the School Climate Behavior Coach is responsible for leveraging social-emotional supports and community-oriented supports for students to advance student performance. This individual reports to the Project Implementation Manager. *The scope of support the Instructional Climate Behavioral Coach provides to staff and students is congruent with the Turnaround requirement to "provide appropriate social-emotional and community-oriented services and supports for students"*.

(e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, School-wide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The SIG Turnaround model will serve as a blueprint to systemically realign the instructional culture of the school with the intentional focus on the practice of teaching. Currently, Wakonda has a District School Improvement Plan and a Title IA School-Wide Plan and an Accountability Grant. The addition of the SIG Turnaround Intervention Model provides supplementary resources to implement and accountability to existing school improvement efforts. The Principal's role is focused on building leadership capacity, improving instruction and achieving learning goals. These tasks cannot be executed in isolation and merit the full positions of an Instructional Data Tech Coach, and School Climate and Behavior Coach. Marzano suggested that leadership should not reside with one individual; a team approach to planning/decision making cultivates distributive leadership. The following indicators of system support align with Wakonda's articulated staff needs, District School Improvement Plan, Title IA School-Wide Plan & Accountability Grant and are complemented with the Turnaround model required activities.

THE PRINCIPAL ENGAGES TEACHERS IN ALIGNING INSTRUCTION WITH STATE STANDARDS AND BENCHMARKS
Schmoker (1996) encourages schools to set small, measurable goals that can be achieved monthly, quarterly, or annually.

The Wakonda 2014-15 District School Improvement Plan Growth Goals based on the data reviewed were:

Mathematics

- Skill Focus- Number Sense, Geometry/Measurement, Algebra and Data Analysis/Probability
- Strategy-Gradual Release of Instruction with skill groups during guided and independent practice monitored by Acuity practice tests
- Measureable Growth Goal- 42.40% or a 5.00% student performance increase in math

Reading

- Skill Focus- Vocabulary and Comprehension
- Strategy-Guided Reading, Decoding, Comprehension Strategies and Vocabulary monitored by Acuity practice tests
- Measureable Growth Goal- 42.40% or a 2.50% student performance increase in reading Behavior (Indicated by suspension and referral data-99.69%)
- Skill Focus- pro-social skills and positive behavior support
- Strategy-Student Assistance Team (SAT) develops individualized intervention plans for students with more than three suspensions in the previous year.
- Measureable Growth Goal- 15.46% or a 5 percent decrease in suspensions

Identified Need	Turnaround Alignment	District School Improvement Plan	Title I School-Wide Plan and Accountability Grant
Teachers need real-time access to data in the classroom to inform instruction and differentiation <i>All staff do not have immediate access to data sources to inform instruction and differentiation-- and need to look at data in a timely way</i>	Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	In August the Wakonda Staff meets for a half-day Excels Meeting. At this time teachers will look at NeSA Data in Reading, Math, Science & Writing, Acuity Data, K-2 Reading & Math Assessments & CAT/5 Assessments from the preceding year. Together, the staff and Academic Leadership Team will write the District School Improvement Plan based on the data.	The school-wide planning team involves teachers, administrators, paraprofessionals and an external technical assistance provider such as an ESU staff member.
<i>Planning and setting goals are counterproductive if there is no mechanism to model and monitor effective instruction and provide teachers with in-course feedback to ensure implementation fidelity. The Principal will need the assistance of an Instructional Data Tech Coach to facilitate small groups of teachers and/grade level meetings to analyze and use data to differentiate instruction, conduct professional development on the disaggregation and use of data to inform instruction for students requiring Tier 2 and Tier 3 interventions.</i>			

THE PRINCIPAL ENGAGES TEACHERS IN DIFFERENTIATING, ALIGNING LEARNING ACTIVITIES AND MONITORING INSTRUCTION IN A VARIETY OF MODES

Common planning time for grade level, subject, or interdisciplinary teams has increasingly been considered a crucial part of school improvement. Research suggests that sufficient, scheduled planning time is essential for these teams to be effective (Flowers, Mertens, & Mullhall, 1999). Collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction (Kassissieh & Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson & Davis, 2000; Piccucci, Brownson, Kahlert, & Sobel, 2002).

Many curriculum and instruction strategies can lead to improved student learning. Student performance data is integral to both student learning and school reform; large group student data identify and support the implementation of research-based instructional programs, while student- or class-level data inform instructional changes that serve the academic needs of individual students. Data can be used to confirm whether instructional programs align with state academic standards, and ensure vertical alignment among grade levels.

Identified Need	Turnaround Alignment	District School Improvement Plan	Title I School-Wide Plan and Accountability Grant
A Common plan time among grade levels to collaborate <i>Currently, grade level staff do not have the same planning period or time to talk (PLC): Multi-Tiered Systems of Support, Cross-classroom differentiation, Grade-level team, Collaboration, Vertical planning, etc.</i>	Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	Staff will meet monthly during grade level meetings and staff meetings to discuss data and to review student growth over time so that teaching, learning, assessment review can inform instruction and assist students in raising scores over time within a realistic developmentally appropriate framework based on sound pedagogy, organization & management, and the use of technology in the classroom. The	The school-wide plan includes strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting state standards through counseling, student services, mentoring, and innovative teaching methods such as team-teaching strategies and/or the integration of vocational and technical educational programs. The plan addresses how the school determines if such needs

		District Data Workbook will guide teachers as they disaggregate data to make instructional decisions.	are being met.
<i>Learning activities given to each student targeted to that student's level of mastery, should be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. The addition of more time to the instructional day will provide a common plan time for staff to conduct consistent grade level meetings and offer a venue for "just-in-time" training and refresher courses to continue to align differentiation to student needs.</i>			

SUPPORTIVE LEARNING ENVIRONMENT, CLASSROOM MANAGEMENT & STUDENT OPPORTUNITY TO LEARN

Block scheduling has been effective in San Diego's Blueprint for Student Success program, where double and triple length reading classes boosted student achievement enough to narrow school achievement gaps by about 15% over two years (Public Policy Institute of California, 2005). Some schools also use block scheduling for a "double dosing" of core subjects. Students may attend core classes for longer time periods than their other classes during the day in order to improve achievement (Kennelly & Monrad, 2007).

Identified Need	Turnaround Alignment	District School Improvement Plan	Title I School-Wide Plan and Accountability Grant
Teachers need additional time to implement school-wide intervention /enrichment block <i>Staff expressed challenges with behavior and currently no school-wide intervention/enrichment block for staff to re-teach skills and behavior.</i> <i>No place for parents to come to learn how to support their children's instructional success and/or access Parent Portal</i>	Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	Safe Secure Disciplined Schools Committee will meet in the fall to look at the Climate Survey and PAC Room Data and devise an Action Plan that will address Common Areas, Behavior, and Attendance. Input from students and staff is collected during Spring Conferences.	The school-wide plan provides multiple opportunities to extend or increase learning time within and beyond the instructional day that are supported through staff collaboration and planning
<i>Currently, staff is struggling to improve both instruction and behavior in a 410 minute school day. However, simply extending the time students are in school will not be effective unless teachers are trained to use the extra time effectively to engage students in productive, academic learning. Extending the school day to include an intervention/enrichment block would provide the much needed time to address different student instructional needs by screening for skill deficits and monitoring progress at regular intervals. Also providing time for students to acquire skills that allow them to calm themselves when angry or anxious, focus their attention, persist toward goals, make friends, resolve conflicts respectfully, and make ethical and safe choices can be skills to promote classroom success. An Instructional Climate Behavioral Coach can model and assist staff with positive behavior strategies, develop a school-wide academic and behavior intervention protocol, leverage ancillary support services, conduct Student Assistant Team (SAT) meetings.</i>			

ALIGNMENT OF PROFESSIONAL DEVELOPMENT THAT FOCUSES ON CLASSROOM OBSERVATIONS, CURRICULUM PACING, TEACHING TO MASTERY AND GRADUAL RELEASE OF INSTRUCTION

The professional development plan parallels Wakonda's District Improvement Plan. Professional development programs should extend beyond traditional workshops to include activities such as peer observation, mentoring, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal-setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers (Chambers, Lam, & Mahitivanichcha, 2008).

Identified Need	Turnaround Alignment	District School Improvement Plan	Title I School-Wide Plan and Accountability Grant
Teachers need frequent and consistent assistance meeting the instructional needs of all students in the classroom and to implement the District Instructional Framework	Requirement (iv): Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program to	1 st Semester topics include, but are not limited to: -Opening Meeting & Discussion of Building Routines (August) -Data Review & District School Improvement Plan Ratification (August)	An on-going professional development plan and process is in place to meet the targeted needs of all students, and teachers through identified strategies.

<p>with fidelity and utilize best instructional practices in the Academic Action Plan</p> <p><i>Teachers reported the need for deeper explanations, more frequent touch points, timeliness of PD administered and opportunities for feedback</i></p> <p>Teachers need job-embedded instruction and technology professional development to advance student performance</p> <p><i>Staff expressed the need for technology (Examples: Projectors mounted, Student access to laptops even if just for typing, instructional software to enhance differentiation—Imagine Learning, Raz Kids, Study Island Functional hardware, Acuity training).</i></p> <p><i>Expand training techniques to include methods that demonstrate what is expected ("show me don't tell me".....including coaching).</i></p> <p><i>Staff specifically listed the following missing professional development topics that would assist instruction (teacher leadership, how to read data, Response to Intervention-RTI, Professional Learning Communities PLCs)</i></p>	<p>staff and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<ul style="list-style-type: none"> -First Quarter Grade Level Meetings (August-October) - Procedures & Routines Assembly (August) -Assessment & Progress Monitoring (September) -First Quarter Grade Level Meetings: Pre-K-6 - MANDT Training (September) - Acuity Predictive A: Acuity Action Plans & Recourses (September) -Gradual Release, Six Step Vocabulary & Think Aloud Refresher -Teacher Practice – Random lesson plan checks by principals (October) -Teacher Peer Observations(October) -Teachers discuss and review student work at content area or grade level meeting (October) -Literacy Across the Content Areas -Acuity Diagnostic 1 November 21-25 -Reading Strategies (December) -Teachers discuss and review student work at content area or grade level meeting (December) -Procedures and Routines revisited and review of first semester referral data recommended for one meeting (January) 	
<p><i>According to the National Staff Development Council's Standards for Staff Development (2001), professional development should be standards based, results driven, and job embedded (e.g., formal or informal professional development conducted during the school day as educators engage in their daily work activities). The addition of a common plan time for teachers would provide the time for more individual, responsive professional development and consistent, single points of contact to provide what is needed and classroom follow up. Coaching Visits by the Instructional Data, Instructional Technology and School Climate Behavior Coaches will enhance teacher pedagogy by giving explicit feed-back to teachers. Feed-back will focus on the coaches modeling classroom effective strategy implementation and frequently providing teachers feedback about implementation.</i></p>			

(f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

The SIG Committee was established to assist the school in preparing the application. School Improvement Grant (SIG) team consisted of the Superintendent, Executive Director of School Support, Omaha Education Association representatives, Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum, Instruction and Assessment, Director of Elementary Education, Elementary Education Supervisor, Title I Restructuring, and the office of Research. The team conducted focus groups to gather input from the Wakonda Staff. School staff has been actively involved in the decisions to implement the Turnaround model. The interventions identified in the plan were teacher driven and teacher approved. The SIG grant not only emphasizes advancing student performance as an end-result, but more importantly, it provides the data, tools and professional development to staff to gain the skills necessary for increased learning in the classroom.

The following staff is committed to working with the aforementioned coaches to specifically target areas of improvement.

Melanie Anderson- Wakonda Physical Education teacher K-6 (identified lack of extended learning and wellness

opportunities)

Dr. Dwayne Chism- Executive Director of School Support at Wakonda (Led SIG initiative, conducted SIG Team meetings, facilitated focus group work to ensure school needs were reflected in the application, served as a communication liaison between the school, SIG Team, and superintendent, and conducted SIG Parent Information sessions)

Robert Dickson, Executive Director, Information Management Services (Presented multiple technology Options from which to choose, explained how they worked in the current infrastructure)

Sarah Dragon- Wakonda 1st Grade Teacher (cited common plan time as a need, projectors need mounting, wanted more help reviewing data and guidance about other ways to use it)

Tina Forte-Director, Title I (Provided school improvement plans, restructuring plans and Title I Peer Review feedback)

Dr. ReNae Kehrberg- Assistant Superintendent, Curriculum, Instruction and Assessment-CIA (Recommendations for best instructional practices, SIG contributor and content reviewer)

LuAnn Jacobs-Elementary Supervisor (Currently monitors instruction at Wakonda provided information on programs currently available and in use, staff strengths and weaknesses)

Laila Hart- Wakonda 6th Grade Teacher (cited lack of leadership opportunities, need for coaches that are full-time in the building)

Miranda McAreavey- Wakonda 2nd Grade Teacher (cited need for a common plan time, behavior intervention, more data conversations)

Diann Moore- Wakonda Kindergarten Teacher (cited deeper explanations and more frequent follow-up needed in professional development, kindergarten needs technology opportunities too!)

Racheal Murray- Wakonda 5th Grade Teacher (cited a lack of technology, no instructional software to differentiate being isolated with data, few opportunities to create, view and discuss data wall, wanted someone to come watch her and help her if she's not doing it right)

Chris Proulx-President, Omaha Education Association-OEA (Focus group observer, present to ensure staff were being given options)

Scott SchmidtBonne-Director, Research (Developed SIG Criteria Matrix for selection, provided Wakonda academic and social data, conducted Wakonda Parent Survey, SIG content contributor and reviewer)

Danita Webb- Title I Compliance Restructuring Specialist (Verified current Title I Restructuring activities congruent with SIG, facilitated focus group work, served as a communication liaison between the school and SIG Team)

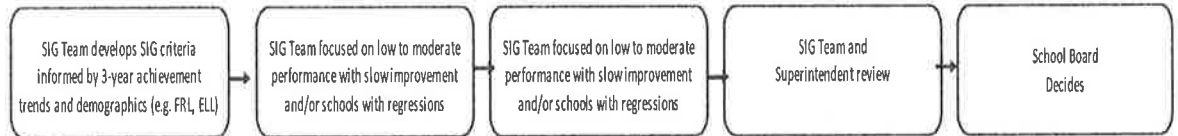
Marlene Wehrbein- Omaha Education Association-OEA Organization Specialist (Focus group observer, present to ensure staff were being given options)

Missy Woitaszewski- Wakonda 3rd Grade Teacher (cited morale, climate, lack of collaborative planning, technology—a mobile cart with one functioning laptop)

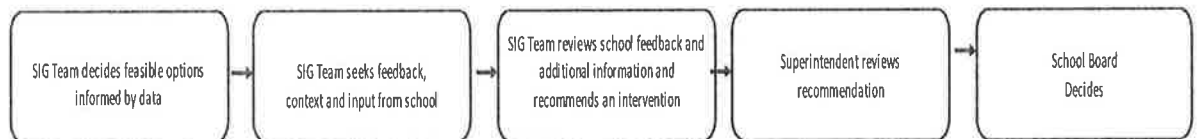
After needs were compared to models, School Team members presented Turnaround Model information at a staff meeting and answered questions. In February 2015, School Team members presented their needs to the School Board. The flow chart below details the SIG process

Omaha Public Schools SIG Application Development Process

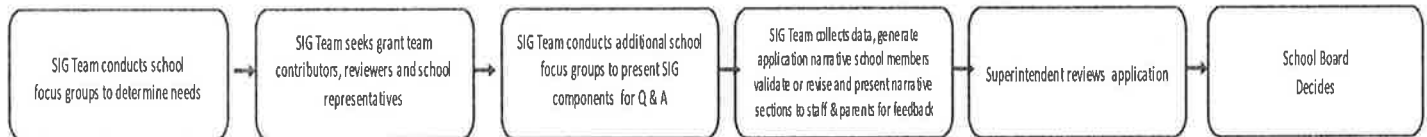
Obtaining Input for Intervention



Analyzing Additional Recommendations



Narrative Development, Fact Checking and Consensus Review



Action Plan Turnaround Intervention Model - 1	
Requirement(i):	Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates
Activity	Replace current Principal
Key steps	Develop Turnaround Principal job description Advertise internally and externally Conduct HR interview and community principal interviews Hire new principal
Start Date	May 2015
Full implementation date	August 2015
Person(s) responsible	Superintendent, Board of Education, Executive Director of School Support, Assistant Superintendent of Human Resources
Monitor and evaluate	Successful hiring of a principal with Turnaround experience vetted by Wakonda stakeholders Principal Evaluation Principal retention
Cost for duration of grant	N/A OPS has already paid for associated expenditures

Action Plan Turnaround Intervention Model - 2

Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	
Activity	Recruit, screen interview and rehire no more than 50 percent of existing staff
Key steps	Develop Turnaround teacher job description Inform existing staff of the turnaround features that will take place (e.g., extended minutes/days) Provide an opportunity for existing staff to participate in the transfer process (February 9 th through April 1, 2015) May 27 th transfer applicants will be notified of their status Exiting staff will be provided a relocation stipend (to pack & move their room) Newly transferred staff will be provided a "Building-Buddy" at the newly assigned school to assist with the transition Internal and external posting of job description Turnaround Teacher Candidates participate in Gallup Strength-Finders Phone Interview Principal interview, Group candidate/problem solving Interview, community stakeholder interview
Start Date	February 9, 2015
Full implementation date	August 3, 2015
Person(s) responsible	New Principal, Superintendent, Board of Education, Executive Director of School Support, Assistant Superintendent of Human Resources
Monitor and evaluate	New staffing requisitions Final 2015-16 Wakonda Staff List Teacher retention Teacher observations Coaching visits Teacher evaluations
Cost for duration of grant	N/A OPS will cover associated expenditures

Action Plan Turnaround Intervention Model - 3

Requirement (iii): Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	
Activity	Reserved Parking Spaces For The Month—incentive for teachers and other staff based on increased student achievement targets Midland University Master of Science in Education-Leadership Cohort to retain effective teachers by training them to be leaders in roles that directly impact students and teachers and ultimately improve student achievement Concordia University 18 hr. endorsement in Instructional Technology Leadership
Key steps	District Operational Services will make signs to affix to spaces in close proximity of the building Staff will need to apply for the designated slots in the cohort for Wakonda staff at each university
Start Date	August 3, 2015
Full implementation date	Reserved Parking Space Incentive-October 19, 2015 Midland University Master of Science in Education-Leadership Cohort-September 7, 2015
Person(s) responsible	Reserved Parking Space Incentive-Principal & District Operational Services SIG-Project Implementation Manager (SIG-PIM) working with staff and Midland University Master of Science in Education-Leadership Cohort-Human Resources Concordia University Instructional Technology Leadership Endorsement
Monitor and evaluate	Number of students by grade level and by Percentage or Who moved into the Average Range using the NWEA MAP Comparative Data by mid year and year end Staff retention and number of favorable responses indicated on the school climate survey Number of Wakonda staff that acquire a MA in Ed Leadership and/or Technology Leadership Endorsement Number of staff that assume leadership roles within the school to advance student performance
Cost for duration of grant	N/A Privately funded

Action Plan Turnaround Intervention Model - 4	
Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	Professional development opportunities support SIG implementation, are aligned with teacher evaluations, based on classroom observations, teachers' experiences and expertise, and on student performance and subgroup needs (e.g., limited proficient students, students with disabilities)
Key steps	<p><u>Initial 5-Day SIG Orientation professional development includes:</u></p> <p>Day 1-Staff will meet with Principal, participate in SIG Orientation; and review the existing School Improvement Plan</p> <p>Day 2-Teachers will receive Microsoft Surface laptops loaded with access to: Wakonda Data Book, Academic Dashboard, Acuity and Measures of Academic Progress (MAP) to participate in a 2-Day Data Retreat facilitated by the Instructional Data Coach and Instructional Technology Coach that will include: NWEA-MAP Baseline from Fall to identify skills and concepts grade levels know and what are the needs to continue growth; How to Understand MAP Data and Reports</p> <p>Classroom and Individual Student Goal Setting; How to Plan Lessons Based on RIT (Rasch unit) Band Skills; MAP Comparative Data-Movement by Percentage or Who Moved into the Average Range; MAP Normative Data; How to Administer Practice Tests; Development of a Grade Level Lesson Bank Based on RIT Bands to enhance Multi-Tiered System of Support for Academics (MTSS-A) so that interventions are provided for students specifically in reading and math.</p> <p>Day 3- Instructional Technology Coach will work with staff to: Develop lesson plans to integrate interactive whiteboards and student response systems into curriculum informed by data; 2. How to Integrate Microsoft Homeroom into Classroom Instruction; All teachers will post one RIT Band lesson to begin the development of a lesson bank for the intervention block (independent corrective/enrichment activities for students to complete after modeled, shared and guided segments of the lesson)</p> <p>Day 4- The School Climate Coach will work with staff to: Identify the Top-Five Procedures & Routines for the upcoming Year's focus in the Schoolwide Behavior Management Plan; Develop an Intervention Protocol (based on the previous year's referral and suspension data); staff will practice high visibility classroom during transitions; develop a common language and expectations for behavior; role play and practice Positive Behavior Intervention Support strategies, (e.g., teacher student relationships/2 by 10s expected and monitored, redo's of work demanded for mastery with support, belief in student success (growth mindset); and student charting of goals</p> <p>Day 5- Principal, Instructional Data Tech Coach, and School Climate Coach will work with staff to revise the 2015-16 Wakonda School Improvement Plan and collect baseline data and indicators of success.</p> <p>Additional PD includes</p> <p>Wakonda staff will adhere to the four-week professional development cycle as outlined in the School Improvement Plan.</p> <p>Week 1 – Leadership Team presents information to teachers</p> <p>Week 2 – Teachers practice information presented</p> <p>Week 3 – Coaching by leadership team occurs. Teachers will be given the opportunity to complete peer observations of other teachers.</p> <p>Week 4 – Teachers discuss and review student work at grade level meetings</p> <p>Every classroom and resource teacher will participate in weekly coaching visits by the leadership team</p> <p>Building administrators will debrief with the leadership team weekly regarding coaching visits and needed support for classroom teachers</p> <p>Leadership Team will plan and implement professional article/book studies twice a year for</p>

	certified staff
Start Date	July 2015
Full implementation date	October 2015
Person(s) responsible	Principal, SIG-PIM, Instructional Data Technology Coach, Elementary Supervisor, School Climate Coach, and Executive Director
Monitor and evaluate	<ul style="list-style-type: none"> • Documentation of professional development activities for current school year (e.g., instructional programs/strategies, data analysis, Limited English Proficient instruction) • Documentation of data informing instruction in lesson plans • Announcements, agendas, handouts for professional development meetings • Coaching visits, formal/informal classroom observations focusing on the implementation of instructional changes • Dedicated time for collaborative learning opportunities • Learning opportunities aligned with state curriculum standards, and supports the implementation of instructional initiatives • Analysis of teacher evaluation summaries for pattern • Improvement plans for teachers that include individualized, data-driven professional development • Meaningful achievement increases by grade level; by subject; by AYP subgroup
Cost for duration of grant	155,884 Instructional Data Tech Coach (The District institutionalizes the salary in Year 3)

Action Plan Turnaround Intervention Model - 5

Requirement (v): Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or State, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	Establishment of a Turnaround Team to assist and address SIG/Turnaround and the use of continuous data to drive school improvement
Key steps	<p>Composition of team, schedule of meeting dates, meeting agendas/minutes</p> <p>Defined process for monitoring SIG/Turnaround implementation</p> <p>Documentation of visits and technical assistance to Wakonda</p>
Start Date	August 2015
Full implementation date	October 2015
Person(s) responsible	SIG-IPM, Principal, Director of Equity & Diversity, Executive Director, Research Division, Curriculum, Instruction & Assessment, Wakonda Staff
Monitor and evaluate	<p>School STAT Orientation (e.g. roles, expectations, pre-post briefing sessions as it relates to the School STAT Process</p> <p>Composition of STAT Panel, schedule of meeting dates, meeting agendas/minutes</p> <p>Defined process for monitoring SIG/Turnaround implementation in relation to the School STAT Process</p> <p>Documentation of visits and technical assistance to Wakonda</p> <p>Metrics verification</p> <p>STAT Memos</p> <p>Baseline data for academic data, Office referrals suspensions,</p> <p>Agendas, summaries of professional development/coaching/modeling provided on data use</p> <p>Examples of resource allocations determined by data</p> <p>Examples of changes that have occurred as a result of data analysis</p>
Cost for duration of grant	N/A

Action Plan Turnaround Intervention Model - 6	
Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	Wakonda monitors and assesses students' mastery of instructional objectives and will implement (minimum of 195 minutes daily) the K-6 Balanced Literacy Block with fidelity
Key steps	<ul style="list-style-type: none"> • Staff will use District Pacing Guides and Nebraska State Standards with Omaha Public Schools embedded curriculum expectations for planning instruction • All students receive regular classroom instruction in literacy for whole and small group in addition to any targeted intervention • Increase instruction time and intensity for any student reading below grade level
Start Date	August 2015
Full implementation date	September 2015
Person(s) responsible	SIG-PIM, Principal, Instructional Data Technology Coach, Elementary Supervisor, School Climate Coach and Executive Director
Monitor and evaluate	<ul style="list-style-type: none"> • Number of coaching visits, formal/informal observations conducted by grade level; by subject • An increase in staff using data to assign students to targeted interventions (e.g., whole group, small group, computer based, project based, independent work) demonstrated • An increase in the number and frequency of the OPS Academic Action Plan recommended strategies staff use differentiate instruction (e.g., lesson plans indicating different levels/concepts of instruction based on individual student needs, individual learning plans, varying instructional resources).
Cost for duration of grant	N/A

Action Plan Turnaround Intervention Model - 7	
Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Staff will use the Northwest Evaluation Association NWEA Measures of Academic Progress (MAP) and/or Acuity to inform instruction, the OPS Academic Action Plan Best Instructional Practices and integrate technology-based supports into instructional programs to differentiate instruction to personalize student learning
Key steps	<ul style="list-style-type: none"> • Certified staff teaching grades 3-6 will give NWEA/MAP predictive assessments in reading and math as outlined by the district. The results of these assessments will be evaluated by the classroom teacher and analyzed to determine instructional needs for the class and individual students • Certified staff teaching grades 3-6 will give at least two NWEA/MAP diagnostic assessments in reading and math as determined by each grade level team. The results of these assessments will be evaluated by the classroom teacher and analyzed to determine instructional needs for the class and individual students. • Grades 3-6 teachers will meet with grade level teams on a bi-monthly basis to discuss instructional strategies to increase student achievement in specific areas as determined by the NWEA/MAP assessments. • Certified staff will meet with the Leadership Team after each 6 weeks of instruction to share and discuss student data from pre-determined benchmark tests. These tests will assess students learning on content taught during the six weeks. Teachers and members of the leadership team must analyze the results of these assessments and use the data to make instructional decisions to increase student achievement. • Certified staff teaching grades 3-6 will assign Acuity resources to students at least twice weekly. These instructional resources will be assigned based on student data from the Acuity predictive and diagnostic tests. Students will use Acuity folders or notebooks to document their thinking while completing the instructional resource

	<p>assignments. Teachers will use the think aloud strategy to model for students how to use the NWEA/MAP notebooks/folders. Teachers will use the Acuity data weekly to inform their small group and differentiated instruction.</p> <ul style="list-style-type: none"> • Certified staff teaching grades 1-6 will benchmark all students to obtain a guided reading level in September-October of each school year and will benchmark all students in April-May of each year to measure growth. Diagnostic running records for all K-1 students must occur bi-monthly. Diagnostic running records for students in grades 3-6 who are reading below grade level as determined by district expectations will occur monthly. Kindergarten will begin benchmarking in January. • Certified staff teaching grades K-1 will assess all students on reading skills at the beginning of each school year. Each teacher will analyze this data and use it in conjunction with other classroom assessments to develop a clear understanding of each student's literacy strengths and weaknesses. A follow-up assessment will be given in the spring to analyze growth.
Start Date	July 2015
Full implementation date	September 2015
Person(s) responsible	Principal, SIG-IPM, Instructional Data Technology Coach, Elementary Supervisor, School Climate Coach and Executive Director
Monitor and evaluate	<ul style="list-style-type: none"> • Lesson plans that demonstrate teachers' adjustment of instruction based on students' mastery of objectives • Grade Level Meeting agendas • Meeting notes/minutes from teacher meetings examining student work for understanding (e.g., class work, class tests, project, homework) • Progress monitoring tools • Quarterly Early Warning Reports for Student-Led Conferences • Meeting notes/minutes from teacher meetings examining student work for understanding (e.g., class work, class tests, project, homework) • Progress monitoring tools • Quarterly Early Warning Reports for Student-Led Conferences • Meaningful achievement increases by grade level; by subject; by subgroup • An increase in the use of grade level appropriate Early Warning Dashboards in which students are able to monitor and articulate among each other (to parents) the skills in which they are proficient and those which they need additional practice
Cost for duration of grant	\$211,144 for student and staff technology phased in years 1,2 and 3

Action Plan Turnaround Intervention Model - 8	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	Review and identify strategies to increase learning time in the academic calendar and develop new master schedule
Key steps	<ul style="list-style-type: none"> • 10.16% Contract variance for certified staff extending instruction 25 minutes beyond the newly designated District 25 minutes • Develop a master schedule to include staff common plan time, a school-wide intervention/enrichment block • Form a school scheduling committee to work with Curriculum, Instruction & Assessment (CIA) • Determine time allocations for subjects, grade levels • Consider specials and rotations
Start Date	July 2015
Full implementation date	August 2015
Person(s) responsible	School Improvement Plan Team, Executive Director, Elementary Education Director, Omaha Education Association, Chief Financial Officer, Chief Negotiator, Parent Advisory Group, Principal, SIG-PIM, Instructional Data Technology Coach, Elementary Supervisor, School Climate Coach and Executive Director
Monitor and evaluate	Development of the 2015-16 Master Schedule at Wakonda and Contract Variance
Cost for duration of grant	\$846,270.00 32

Action Plan Turnaround Intervention Model - 9	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	Wakonda implements approaches to improve school climate and discipline, collaborates with families to develop partnerships for school improvement efforts, and monitors the extent to which teacher practice changes student behavior
Key steps	<p>Positive behavior supports, bullying prevention programs/activities, safe and orderly schools, Multi-Tiered Systems of Support Intervention Block during the school day</p> <p>Communication with parents throughout implementation of SIG initiatives by holding on-site/off-site meetings, through newsletters, email, phone, surveys, individual conferences, school events/activities</p> <p>Parents engaged in leadership teams, advisory council as parent volunteers, and as parent liaisons</p> <p>Establishment of a Parent Resource Center</p> <p>Wakonda accesses innovative partnerships to support extended learning time (e.g., 21st Century Community Learning Center, School-Based Health Center at Belvedere Elementary School, University partnerships, Collective for Youth, faith-based, Boys and Girls Clubs of Omaha)</p> <p>The School Climate Coach will access appropriate social-emotional and community oriented services for students (e.g., social workers, local mental health facilities, department of human services)</p>
Start Date	July 2015
Full implementation date	August 2015
Person(s) responsible	Principal, SIG-PIM, School Climate Coach, staff and Executive Director
Monitor and evaluate	<ul style="list-style-type: none"> Classroom observations/coaching visits related to the implementation of PBIS strategies and Procedures and Routines Development of a grade level appropriate, parent-vetted intervention protocol in which staff and parents can work together to support a productive learning environment Implementation/impact reports from SchoolSTAT A 5 % decrease in behavioral performance (e.g., classroom referrals and suspensions) by subgroups Quarterly Extended Learning Student & Family Survey
Cost for duration of grant	325,914 School Climate Behavior Coach (The District institutionalizes the salary in Year 4)

To provide further context to the school information in the chart below, it is worth noting that there were total 252 students (Not including pre-kindergarten) enrolled at Wakonda in 2013-14. Of the fourteen possible AYP subgroups, Wakonda demographics were only large enough in four of the eleven subgroup categories (i.e. All , Black or African American, Free/Reduced Lunch and Special Education). All other subgroup data was masked to protect the identity of the students. The Special Education subgroup did not make Adequate Yearly Progress in math and reading for two consecutive years.

A.3 Additional School Information

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2014-2015 school year	93.21%
b – Total number of reading subgroups not making adequate yearly progress for the 2013-2014 school year	1 Subgroup -Special Ed
c– Total number of math subgroups not making adequate yearly progress for the 2013-2014 school year	1 Subgroup -Special Ed

List staff positions below that are anticipated to be paid with SIG funds to support the Turnaround Intervention Model. (Add more lines if needed)

Wakonda Staff	# FTEs	Contract Variance
Principal	1	10.16%
*Instructional Data Tech Coach	1	100%
*School Behavior Climate Coach	1	100%
Special Education Teachers	4	10.16%
Speech/Language Path.	1	10.16%
ESL Teacher	1	10.16%
Head Start Teachers	1	10.16%
Pre-Kindergarten Teacher	4	10.16%
Kindergarten Teacher	3	10.16%
First Grade Teacher	3	10.16%
Second Grade Teacher	3	10.16%
Third Grade Teacher	3	10.16%
Fourth Grade Teacher	2	10.16%
Fifth Grade Teacher	2	10.16%
Sixth Grade Teacher	1	10.16%
P.E. Teacher	.20	10.16%
P.E. Teacher	.60	10.16%
Strings Teacher	.20	10.16%
Art Teacher	1	10.16%
Librarian	1	10.16%
Total Staff	34	

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name: Douglas County School District #001
 NDE County District No: 28-0001-000
 School Name: Wakonda Elementary School
 NDE School ID: 28-0001-185

SIG Model Selected for this School
 Mark selected model with an "X" below

TURNAROUND MODEL	X
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA **may** use one year of funding for planning and other pre-implementation activities; **must** use at least three years for full implementation of the selected intervention; and **may** use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Year 1 Budget
 Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	
Full Implementation	X

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	10.16% contract variance to extend the day for 32 cert staff	32.00	5,211.06	\$166,754
	Instructional Data-Tech and School Climate Behavior Coaches	2.00	54,691.00	\$109,382
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0

District Name:	Douglas County School District #001
NDE County District No:	28-0001-000
School Name:	Wakonda Elementary School
NDE School ID:	28-0001-185

					\$0
					\$0
					\$0
					\$0
				100s Total	\$276,136
	Brief Description	TOTAL Cost from Above	Percentage	Total for Row	
200 Benefits	10.16 contract variance fringe for 32 certificated staff	166754.00	18.88%	\$31,483	\$0
	Data-Tech & School Climate Coaches	109382.00	38.49%	\$42,102	\$0
					\$0
					\$0
					\$0
					\$0
				200s Total	\$73,585
	Brief Description (List Provider if known)	Enter "1" Below	Enter Total Annual Cost	Total for Row	
300 Purchased Service/ Lease Agreement					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
				300s Total	\$0
	Brief Description	Quantity	Amount Per Item	Total for Row	
400 Supplies & Materials/ Operational Equipment					\$0
	Surface Devices for 34 certificated staff	34.00	925.00	\$31,450	\$0
	147 student laptops [Pre-K-64; 3rd grade-43 and 4th grade-40]	147.00	447.00	\$65,709	\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
				400s Total	\$97,159
	Brief Description	Quantity	Amount per Item	Total for Row	
500 Capital Outlay					\$0
					\$0
					\$0
					\$0
					\$0

District Name:	Douglas County School District #001
NDE County District No:	28-0001-000
School Name:	Wakonda Elementary School
NDE School ID:	28-0001-185

Brief Description			Number Participating	Cost per Person	500s Total	50s Total
600 Travel/ Professional Development						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
					600s Total	\$0
Indirect Costs						\$25,898
Year 1 Budget Total						\$472,778

Year 2 Budget

**Indicate Year 2
Activities by marking
an "X" below**

Full Implementation	X
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Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	10.16% contract variance + 4% incr to extend the day for 32 staff	32.00	5,419.53	\$173,425
	Data-Tech & School Climate Behavior Coach salary 4% incr	2.00	57,868.64	\$115,737
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			100s Total	\$289,162
Brief Description		TOTAL Cost from Above	Percentage	Total for Row
200	10.16 contract variance fringe + 4% incr for 32 certificated staff	173425.00	18.88%	\$32,743

District Name:	Douglas County School District #001
NDE County District No:	28-0001-000
School Name:	Wakonda Elementary School
NDE School ID:	28-0001-185

Benefits	Data-Tech & School Climate Coach fringes @ 38.49%	115737.00	38.49%	\$44,548 \$0 \$0 \$0 \$0 \$0 \$0
			200s Total	\$77,291
Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)	Enter "1" Below	Enter Total Annual Cost	Total for Row
300				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			300s Total	\$0
Supplies & Materials/ Operational Equipment	Brief Description	Quantity	Amount per Item	Total for Row
400	91 student laptops [Pre-K-34; 5th grade-36 and 6th grade-21]	91.00	447.00	\$40,677
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			400s Total	\$40,677
Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row
500				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			500s Total	\$0
Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row
600				\$0
				\$0
				\$0
				\$0
				\$0

District Name:	Douglas County School District #001
NDE County District No:	28-0001-000
School Name:	Wakonda Elementary School
NDE School ID:	28-0001-185

[illegible]

Year 3 Budget

Full Implementation	X
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Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	10.16% contract variance to extend the day for 32 staff @4% incr	32.00	5,636.31	\$180,362
	School Climate Behavior Coach salary 4% incr	1.00	60,183.39	\$60,183
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$240,545
TOTAL Cost from Above			100% Total	Total for Row
200 Benefits	10.16 contract variance fringe + 4% incr for 32 certificated staff	180362.00	18.88%	\$34,052
	School Climate Behavior Coach Fringe	60,183.39	38.49%	\$23,165
				\$0
				\$0
				\$0
				\$0
				\$0
TOTAL Cost from Above			200% Total	Total for Row
				\$57,218

District Name: Douglas County School District #001
 NDE County District No: 28-0001-000
 School Name: Wakonda Elementary School
 NDE School ID: 28-0001-185

Brief Description (List Provider if Known)		Enter "1" Below		Enter Total Annual Cost	Total for Row
300 Purchased Service/ Lease Agreement					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
			300s Total		\$0
400 Supplies & Materials/ Operational Equipment	198 student laptops [Kdg-66; 1st grade-50 and 2nd grade-48]	198.00	447.00		\$88,506
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
			400s Total		\$88,506
500 Capital Outlay					\$0
					\$0
					\$0
					\$0
					\$0
			500s Total		\$0
600 Travel/ Professional Development					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
			Cost per Person		\$0

District Name: Douglas County School District #001
 NDE County District No: 28-0001-000
 School Name: Wakonda Elementary School
 NDE School ID: 28-0001-185

	600s Total	\$0
Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)	\$20,998
	Year 3 Budget Total	\$407,267

Indicate Year 4
 Activities by marking
 an "X" below

(Optional) Year 4 Budget

Full Implementation	
Sustaining Reforms	X

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant		Amount / Cost	Total for Row
100 Salaries	10.16% contract variance to extend the day for 16 staff @4% incr	16.00		5,861.76	\$93,788
	School Climate Behavior Coach Salary	1.00		62,590.73	\$62,591
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
		100s Total			\$156,379
200 Benefits	Brief Description	TOTAL Cost from Above		Percentage	Total for Row
	contract variance fringe @18.88% for 16 staff	93788.00		18.88%	\$17,707
	School Climate Behavior Coach Fringe	62,590.73		38.49%	\$24,092
					\$0
					\$0
					\$0
					\$0
					\$0
		200s Total			\$41,799
300 Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)	Enter "1" Below		Enter Total Annual Cost	Total for Row
					\$0
					\$0
					\$0
					\$0

District Name: Douglas County School District #001
NDE County District No: 28-0001-000
School Name: Wakonda Elementary School
NDE School ID: 28-0001-185

400 Supplies & Materials/ Operational Equipment	Brief Description	Quantity	Amount per Item	300s Total	Total for Row	\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
400s Total						\$0
500 Capital Outlay	Brief Description	Quantity	Amount per Item	Total for Row		\$0
						\$0
						\$0
						\$0
						\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	500s Total	Total for Row	\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
600s Total						\$0
Indirect Costs						
(Reasonable and Necessary to Support the Purposes of this Grant)						\$11,485
Year 4 Budget Total						\$209,663

District Name:	Douglas County School District #001
NDE County District No:	28-0001-000
School Name:	Wakonda Elementary School
NDE School ID:	28-0001-185

